INVENTORY OF RESEARCH INTO HIGHER EDUCATION IN CANADA

1983

INVENTAIRE DES RECHERCHES SUR L'ENSEIGNEMENT SUPERIEUR AU CANADA

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INTRODUCTION

In preparation for the present edition of the *Inventory of Research into Higher Education in Canada*, well over 2,300 persons in universities, community colleges, educational associations and governments were approached for a description of any research concerned with postsecondary education, which they are presently carrying out or had completed in the course of 1982. As a result, some 270 projects were reported; they are presented in this issue of the *Inventory*.

The projects, which are entered in the language in which they were reported, are grouped under six categories (see Table of Contents) and presented in the following format:

a) title;
b) brief description;
c) (estimated) date of completion;
d) name and address of researchers;
e) source of further details if other than the researchers mentioned above;
f) publication arising from the project: title, where published or available, etc.

Universities where researchers are located are indicated by name only; their addresses may be found at the end of this booklet. The addresses of other institutions are included in the project descriptions.

This issue of the *Inventory* does not replace preceding ones; previously published projects have been re-entered only in case important changes were reported.

March 1983 J.F.H.
A.M.K.

INTRODUCTION

En vue de mettre à jour l'*Inventaire des recherches sur l'enseignement supérieur au Canada*, nous avons demandé à plus de 2,300 chercheurs des universités, collèges communautaires, organismes d'éducation et gouvernements, des descriptions des travaux de recherche sur l'enseignement postsecondaire qu'ils poursuivent ou qu'ils ont terminés en 1982. On nous a signalé environ 270 travaux, qui paraissent dans la présente édition.

Les travaux, inscrits dans la langue dans laquelle ils ont été communiqués, sont groupés sous six rubriques (voir la table des matières) et présentés ainsi qu'il suit:

a) titre;
b) courte description;
c) date (prévue) d'achèvement;
d) nom et adresse des chercheurs;
e) source de détails additionnels autre que les chercheurs susmentionnés;
f) publication émanant des travaux: titre, lieu de publication, endroit où la publication est disponible, etc.

Seuls les noms des universités où se trouvent les chercheurs sont indiqués; les adresses se trouvent à la fin de la brochure. Les adresses des autres établissements paraissent dans les descriptions de travaux.

Le présent *Inventaire* ne remplace pas les précédents; les travaux déjà publiés ne sont pas inscrits de nouveau à moins que des changements importants n'aient été signalés.

Mars 1983 J.F.H.
A.M.K.

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Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international.

A1 a) History of the University of Saskatchewan. b) A history of the University from its founding in 1909 until the present, concentrating on institutional development, relationship with governments, the changing nature of students and faculty, and the relationship with the society around the university. c) 1983. d) Michael Hayden, Dept. of History, University of Saskatchewan. f) To be published as a book.

A2 a) Ghana-Guelph bibliography. b) Bibliographic listing of theses, reports, presented papers and publications produced by the Ghana-Guelph project, 1970-1982. c) 1982. d) J.C.M. Shute, Extension Education, University of Guelph.

A3 a) Government-intermediary-university: the financial decision-making role of the Universities Council of British Columbia. b) Analysis of the statutory role of a specific higher education intermediary set in the context of the nature of government-university relations. c) Dec. 1982. d) Lee Southern, Universities Council of British Columbia, 500-805 West Broadway, Vancouver, B.C. V5Z 1K1. f) EdD dissertation, University of British Columbia.

A4 a) A comparative study of decision-making in universities. b) Focusing on academic decision-making, a sample of 42 universities in Canada, Britain, Europe and the U.S.A. are being examined by personal interview with key administrative, academic and student officers. c) 1984. d) D.J. Lawless, Dept. of Psychology, St. Paul's College, University of Manitoba.

A5 a) A comparative study of university systems. b) The effect on university decision-making of being embedded in a larger university system is being studied through a comparison of three types of systems: a state system (Minnesota State with seven campuses), a coordinated campus system (University of Minnesota with five campuses) and a provincial system funded through a grants commission, but with campus autonomy. c) Dec. 1982. d) D.J. Lawless (see above).

A6 a) Organizational structure and basic units in higher education institutions. c) Nov. 1982. d) D.J. Lawless (see above). f) *Proceedings*, 13th Special Topic Workshop, Program on Institutional Management in Higher Education, Centre for Educational Research and Innovation, OECD, Paris, Nov. 1982.

A7 a) Library holdings on Canadian higher education research. b) Survey of agencies and institutions collecting higher education materials and identi-

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fication of four problem areas: definitions, collection policies, accessibility and collection coordination. d) M.T. Wilburn and C.K. Knapper, Teaching Resource Office, University of Waterloo. f) "State of the art review of bibliographical control in higher education in Canada", *Canadian Journal of Higher Education*, 12:2(1982) 59-68.

A8 a) Pharmaceutical education in Ontario from confederation onward. b) Historical development of pharmaceutical education in Ontario and its institutions from its beginning in 1867 to the present. Topics include facilities, academic staff, entrance requirements, course of study, students, practical training, relative place of Ontario in Canadian pharmaceutical education and educational organizations. c) In progress. d) Ernst W. Stieb, Fac. of Pharmacy, University of Toronto. f) Various articles: *Pharm. in History*, 12(1970) 91-116 and 16(1974) 64-71; *Can. Pharm. J.*, 115(1982).

A9 a) Survey on college and institute-based research in the social sciences and humanities. b) Mailed questionnaire survey of college administrators and faculty (500 random sample) to collect data on the need for social science and humanities research in the community colleges and institutes, and the research capacities and experience of college personnel. c) June 1983. d) Nathalie Biéler Sorensen, Association of Canadian Community Colleges, 211 Consumers Road, Suite 204, Willowdale, Ont. M2J 4G8.

A10 a) The birth of a Western Canadian committee on university distance education. b) A history, together with summary of meetings and attendees to meetings between April 1981 and June 1982 which led to the above committee. Terms of reference and spirit of discussions are included. Report, various pagings. c) June 1982. d) James Carefoot, University Extension, University of Regina.

A11 a) Community colleges goals study. b) Using the community colleges goals inventory developed by ETS, a system-wide study of community college goals will be carried out in Manitoba. College administrators, faculty, students and community representatives will be included. c) March 1983. d) C. Neil Russell, Postsecondary, Adult and Continuing Education Division, Department of Education, Winnipeg, Man. R3C 0V8.

A12 a) Intergovernmental agencies in education in five federal countries. b) Agencies such as the Council of Ministers of Education are examined in Canada, Australia, West Germany, Switzerland and the U.S.A., comparing their purposes, structures and activities. An attempt will be made to describe models, or aspects of models, of such agencies which improve avenues of interstate and federal-state coordination and cooperation in education. c) Nov. 1983. d) John J. Bergen, Fac. of Education, University of Alberta.

A13 a) Les Québécois face aux universités et aux universitaires du Québec. b) Sondage d'opinion sur les attitudes et perceptions de la population québécoise à l'égard des universités au Québec, commandé par la Conférence des recteurs et des principaux des universités du Québec (CREPUQ) et la Fédération des associations de professeurs des universités du Québec. c) Mai 1982. d) SORECOM (Société de recherche en sciences du comportement). f) Les résultats

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peuvent être obtenus de CREPUQ, C.P. 124, Succursale Place Desjardins, Montréal, Qué. H5B 1B3.

A14 a) Universities and the official languages/Les universités et les langues officielles. b) Survey of universities to ascertain their admission and graduation requirements respecting knowledge of the official languages and the ways in which they promote the study and use of these languages. Report, 20 p./ Enquête menée auprès des universités dans le but de connaître leurs règlements d'admission et de remise de diplôme en ce qui a trait à la connaissance des langues officielles, ainsi que les façons dont elles en encouragent l'étude et l'utilisation. Rapport, 20 p. c) 1982. d) AUCC, 151 Slater, Ottawa, Ont. K1P 5N1.

A15 a) Survey of university-level courses of other than regular educational institutions/Exposé sommaire des cours de niveau universitaire des établissements d'enseignement autres que les établissements réguliers. b) Survey to ascertain the extent of university-level course offerings available from agencies other than regular educational institutions such as universities, community colleges and proprietary schools. Report, 15 p./Etude dans le but de déterminer combien de cours de niveau universitaire sont offerts par des organismes autres que les établissements d'enseignement réguliers comme les universités, les collèges communautaires et les écoles privées. Rapport, 17 p. c) 1982. d) Research and Analysis Division/Division de la recherche et de l'analyse, AUCC, 151 Slater, Ottawa, Ont. K1P 5N1.

A16 a) Canadian federalism and the governance of education: issues and dilemmas. b) The paper focuses on the constant rethinking and redefining of intergovernmental relations as a reflection of the federal society itself. The governance of education is analysed as a reflection of Canada's pluralism. c) 1982. d) Jean-Guy R.J. Quenneville, St. Thomas More College, 1437 College Drive, Saskatoon, Sask. S7N 0W6. f) Article in a commemorative volume of collected papers, Canada-India Workshop on Federalism, 1981, M.V. Naidu, ed.

A17 a) Planning teacher development from a career perspective. b) The study represents an appeal to various agencies and institutions to recognize that teacher development can best be understood from a career perspective and that a new partnership is needed to sustain career-spanning teacher developments. The study's thrust was that a new perspective on teacher education is needed, a perspective which encompasses teacher development over the course of a career. A typology for this perspective was developed. c) Oct. 1982. d) Robert N. Anderson, Fac. of Education, University of Lethbridge; Kathy Dueck, Fac. of Education, University of Calgary; R. Gordon McIntosh, Fac. of Education, University of Alberta. f) Position paper available.

A18 a) Vers des politiques institutionnelles d'évaluation. b) Rapport final comprenant quatre documents qui se veulent autant d'outils pour les collèges du Québec appelés à se doter de politiques institutionnelles d'évaluation: 1. Inventaire des pratiques d'analyse et d'évaluation. 2. Répertoires des entreprises et des instruments d'analyse et d'évaluation. 3. Démarches en évaluation. 4. Faire de l'évaluation institutionnelle. c) Automne 1982. d) Jacques Laliberté, C.A.D.R.E., 1940 est, boul. Henri Bourassa, Montréal,

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Qué. H2B 1S2; Jacques Des Groseilliers, 960, rue Champlain, St-Jean-sur-le-Richelieu, Qué. J3A 1C1. f) Le rapport peut être obtenu de la Fédération des cégeps, 500 est, boul. Crémazie, Montréal, Qué. H2P 1E7.

A19 a) Identification of research priorities in postsecondary education in Canada/Identification des priorités de recherche en enseignement post-secondaire au Canada. b) The Canadian Society for the Study of Higher Education, in cooperation with the Canadian Society for the Study of Education, is updating information on the activities of postsecondary education researchers and identifying research priorities for a submission to SSHRC/La Société canadienne pour l'étude de l'enseignement supérieur, en collaboration avec la Société canadienne pour l'étude de l'éducation, mettra à jour son dossier sur les activités des chercheurs en enseignement postsecondaire et identifiera les priorités de recherche pour le CRSHC. c) March/mars 1982. d) John S. Daniel, Sir George Williams Campus, Concordia University; Janet Donald, Centre for Teaching and Learning Services, McGill University. f) *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur.*

A20 a) The history and development of the Continuing Education Division of Vancouver Community College, 1974-1981: "the Glenesk years." b) Paper to examine the development of the division to ascertain the major changes that have occurred and the reasons for these changes. c) August 1982. d) Linda Fennema, Vancouver Community College, 100 West 49th Ave., Vancouver, B.C. V5Y 2Z6.

A21 a) Investigation of planning, development and implementation procedures for a cooperative venture in educational teleconferencing in advanced education. b) To identify planning priorities which would make possible the incremental development of an educational teleconferencing network through cooperative effort of advanced education institutions; to identify the communication networks or sets of networks, associated hardware, center sizes and locations, and resource requirements; to priorize the options identified; and to determine methods of implementing the findings. c) April 1983. d) Ken Loose, Fac. of Continuing Education, University of Calgary. f) Results available from Learning Systems Branch, Alberta Advanced Education and Manpower, 11160 Jasper Ave., Edmonton, Alta. T5K 0L1.

A22 a) Study of employment impacts of new technology. b) Brief from the Canadian Association for University Continuing Education. c) Jan. 1983. d) Sandy McGechaen, Centre for Continuing Education, University of British Columbia.

A23 a) A report on accounting education in Ontario universities. b) The 23-page report investigates the desirability or otherwise of establishing a professional school or faculty of accounting in one or more universities in Ontario. c) Dec. 1982. d) Study Group on Accounting, Committee of Vice-Presidents (Academic), Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

A24 a) Education research: future expectations and past performances/La recherche en éducation: réalisations et projets d'avenir. b) The report

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presents some general observations arising from three studies which reviewed the current state of research on education and the role SSHRC might play to serve the education research community more effectively (E. Sheffield, *Research on postsecondary education in Canada;* J.J. Stapleton et al., *Education research in Canada: aims, problems and possibilities;* J.H.M. Andrews and W. Todd Rogers, editors, *Canadian research in education: a state of the art review*). The report also deals with SSHRC's goals as they relate to education and analyses applications for support of research in education, 1975-1980. c) July 1982. d) Miles Wisenthal, 5a - 300 Queen Elizabeth Driveway, Ottawa, Ont. K1S 3M6. f) Report available from Social Sciences and Humanities Research Council, 255 Albert St., Ottawa, Ont. K1P 6A9.

A25 a) The management of diminishing resources/La gestion des ressources décroissantes. b) Papers presented at the 1982 annual meeting of the Association of Universities and Colleges of Canada, dealing with the management and operation of universities within a climate of resource limitation: H.T. Shapiro, *Operating with resource constraints - some reflections*; A. Merrison, *The management of diminishing resources: the British experience;* J. Armour, *McGill University - income and budget restrictions.* c) Oct. 1982. f) *Proceedings of the Annual Meeting,* 1982. AUCC, 151 Slater St., Ottawa, Ont. K1P 5N1, $4.00 (English and French versions available).

A26 a) L'organisation universitaire: pour la suite du Projet Laval. b) Rappel des objectifs proposés par le Projet Laval pour les études et la recherche. Propositions concernant successivement les structures d'approbation des programmes de 1er cycle, l'administration de ces programmes, l'organisation des études de 2e et 3e cycles, l'organisation de la recherche et enfin l'organisation en vue de la définition des orientations et des politiques générales de l'Université. c) 1982. d) Michel Gervais et Christiane Aubertein, Université Laval. f) Les résultats peuvent être obtenus du Bureau du Secrétaire général, Université Laval.

A27 a) The development of Adventist higher education in Canada, 1916-1980. b) History of Adventist higher education from the founding of the denomination's first college in Oshawa, Ontario, to 1980. One chapter deals with the college in Oshawa and the remaining chapters are concerned with Canadian Union College in Alberta. Accreditation and affiliation problems are dealt with as well as other problems with which the institutions as church-related colleges were faced throughout their history. PhD dissertation, University of Toronto. c) July 1983. d) Robert Obradovic, 501-4981 Bathurst St., Willowdale, Ont. M2R 1Y5.

A28 a) Economics impact of University of Waterloo and Wilfrid Laurier University on the Waterloo region. b) Time study designed to capture both the initial spending within the region as well as the multiplicative effects. It follows the methodology of Caffrey and Isaacs, *Estimating the impact of a college or university on the local economy,* American Council of Education, Washington, D.C., 1972. c) Feb. 1983. d) Douglas J. McCready, Dept. of Economics, Wilfrid Laurier University.

A29 a) Canadian university goals: perceptions of presidents and board

chairmen. b) MEd thesis using the institutional goals inventory to investigate presidents' and board chairmen's perceptions of their university's present and future goals. Results are analysed by region, age and size of the university, and by differences between the two respondant groups and their ratings as to present and future goals. c) Oct. 1982. d) Joanne C. McNeal, Registrar's Office, Athabasca University. f) Available from author or libraries of Athabasca University and University of Alberta.

A30 a) Crisis research in curriculum policy making: a conceptualization. b) According to the literature, contract inquiry by university researchers is increasing and leading to difficulties for faculty members unfamiliar with its demands. Based on a government commissioned study of the effects of declining enrolments on curriculum, where the researchers, to meet contract requirements, successfully used unorthodox methods (conceived as "crisis research"), the present study had two purposes: to conceptualize the experience of crisis research and to suggest an approach to contract inquiry useful for faculty researchers. The study concluded with implications of crisis research as an educational research paradigm, the use of commonplaces in reflective inquiry, and the place of a research apprenticeship in professional academic education. PhD dissertation. c) Oct. 1982. d) Robin J. Enns, Fac. des sciences de l'éducation, Université de Moncton. f) Available from author or library, Ontario Institute for Studies in Education.

A31 a) Effects of the economic depression on Canadian university infrastructures and their behavior: a case study of two Canadian universities in the 1930s, the University of Saskatchewan, Saskatoon and Queen's University, Kingston. b) The paper's purpose is to illustrate the relationship between the downswing in the Canadian business cycle in 1929-30 and changes in the social and financial structures at a number of universities in general and at the University of Saskatchewan and Queen's University in particular. The study will map the field of higher education as seen in its totality from 1929-30 to 1938-39; call to attention some of the problems that came forward as they relate to, e.g., institutional development, finances and student life; and examine the characters of two very different universities in the 1930s, the University of Saskatchewan and Queen's University. c) Jan. 1985. d) R.R. Drysdale, Ontario Institute for Studies in Education.

A32 a) A history of McGill. b) Volume I, already published, deals with the years 1801-1895, volume II with the years 1895-1971. c) August 1983. d) S.B. Frost, History of McGill Project, McLennan Library, McGill University. f) To be published by McGill-Queen's University Press, August 1983 or Spring 1984.

A33 a) Part-time undergraduate degrees. b) Reviewing the philosophy and practice of part-time undergraduate degree education in seven Canadian and five U.S. institutions, the study examines these institutions against such variables as admission policies, counselling, program length, credit for previous work and learning, promotion and graduation standards, academic responsibility, time to completion, program structure, typical students and enrolments. c) Nov. 1982. d) R. Stagg, History Dept., and L. Wilson, Learning Resource Centre, Ryerson Polytechnical Institute. f) Available in Working Papers Series,

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Academic Planning and Research Unit, Ryerson Polytechnical Institute.

A34 a) Etat de la situation des services de pédagogie universitaire dans les universités du Québec. b) Le projet vise à mettre à jour les informations concernant les services pédagogiques universitaires québécois au moyen d'une étude sur l'état de la situation actuelle de la pédagogie universitaire au Québec. c) Sept. 1983. d) Albert Boulet, Jacques Chevrier et Julio C. Inostroza, Dép. des sciences de l'éducation, Université du Québec à Hull.

A35 a) Ressources humaines dans certains domaines spécialisés de communication et présence francophone. b) Etude du phénomène de la quasi-absence, dans la région de la capitale nationale, de ressources francophones spécialisées dans certains domaines des communications. c) Mars 1983. d) Raymond Bazinet, Dép. des sciences administratives, Université du Québec à Hull.

A36 a) The legal foundations of adult and continuing education. b) Continuing previous research dealing with the interaction of law and adult education, the present research moves beyond specific issues such as liability or attendance, into an examination of all legislation regulating, enabling or creating the education of adults. c) June 1983. d) Alan M. Thomas, Ontario Institute for Studies in Education.

A37 a) A propos d'un plan quinquennal qui n'a jamais existé. b) Discussion critique du plan quinquennal du Conseil de recherches en sciences naturelles et en génie et de son impact sur la recherche scientifique en milieu universitaire. c) 1982. d) K. Jankowski, Dép. de chimie, Université de Moncton. f) *Revue de l'Université de Moncton*, 15:1(jan.-mars 1982) 13-24.

A38 a) Le système scolaire néo-écossais (excluant les études universitaires de deuxième et de troisième cycles). b) Description détaillée du système scolaire néo-écossais, niveaux élémentaire, secondaire et postsecondaire. c) Nov. 1982. d) Grant Régalbuto, Service du dossier étudiant, Université du Québec.

A39 a) Système scolaire québécois - Quebec education system. b) Description détaillée du système scolaire québécois, niveaux élémentaire à postsecondaire inclusivement, incluant un tableau synthèse. c) Jan. 1982. d) Grant Régalbuto (voir plus haut).

A40 a) Système de qualification professionnelle pour exercer un métier ou une profession. b) Description synthèse du système de qualification professionnelle au Québec et relations avec le système scolaire. c) Déc. 1982. d) Grant Régalbuto (voir plus haut).

A41 a) Evolution des programmes de premier cycle de l'Université du Québec 1971-1980. b) Analyse chronologique des inscriptions, des banques de cours et des diplômés, de 1970-71 à 1980-81. c) Août 1982. d) Maurice Tardif et Denis Lachance, Service des études de premier cycle, Université du Québec.

A42 a) Highlights of the environmental scanning program 1981-82/Grandes lignes du programme d'exploration environnementale 1981-1982. b) The report

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(English text 17 p., French text 24 p.) is part of the strategic planning process of the Ontario Ministries of Education and of Colleges and Universities. It highlights the results of the first stage of that process, anticipations of the future. Major themes and related issues include: effects of the evolving knowledge base and technological change, limits and survival, congruence and accountability, and reconceptualization. c) May 1982. d) Michael Laing, Research Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2. f) *Review and evaluation bulletins 3:2(1982)/Bulletins d'études et d'évaluations 3:2(1982)* available from Publications Sales, O.I.S.E. or Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1N8, $3.00.

A43 a) La systémique, alternative méthodologique plausible à l'approche "analytique" pour composer avec la complexité des situations rencontrées en éducation. b) Un problème qui se pose actuellement est celui des limites de la procédure analytique appliquée d'une façon quasi universelle à l'étude des phénomènes complexes du genre que l'on rencontre dans le développement de systèmes d'enseignement. L'application de cette méthode postule l'existence de présupposés dont le réductionnisme, la quantifiabilité, l'objectivité et la relation linéaire. Ces conditions ne sont pas remplies dans les situations qualifiées de complexes, c'est-à-dire dans la majorité de celles que l'on rencontre en éducation, et requièrent l'élaboration et l'application d'approches capables de reconnaître des propriétés de totalité, de complexité, d'émergence, d'organisation et d'interaction. c) 1985. d) Jacques Lapointe, Fac. des sciences de l'éducation, Université Laval.

A44 a) The nature of academic work. b) Study designed to answer questions such as: What are the necessary conditions for professional scholars to function effectively? What is the proper locus for decision-making about academic matters? What support services should be provided? What attitudes and beliefs inform the work of professional scholars? What atmosphere should administrators and academics be working toward in their institutions to ensure scholars can function most fruitfully? c) 1983. d) Ontario Confederation of University Faculty Associations, 40 Sussex Ave., Toronto, Ont. M5S 1J7.

A45 a) Squeezing the triangle: Council of Ontario Universities review 1978-79 to 1981-82. b) The 54-page report reviews the Council's activities and concerns over the past four years, including brief accounts of major developments in the areas of finance and enrolment, academic planning issues, cooperative activities sponsored by COU and pressures on the structure of the Ontario university system. Lists of COU's membership, staff, committees, affiliates and publications, its constitution and its financial statements are appended. c) Oct. 1982. d) Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

A46 a) Analysis of grant policies at the NRC/NSERC 1964-80. b) Using indicators based on the grants awarded in the 15-year period, policies of the science and engineering research councils have been discerned. The research is now being extended to investigate the effect of declining resources on the productivity and quality of university chemistry research. c) In progress. d) I.D. Chapman and C. Farina, Administrative and Policy Studies Program, Trent University. f) "Concentration of resources: the National Research Council's

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(Canada) grants in aid of research, 1964-74", *Scientometrics*, 4:2(1982) 105-117. "Accountability and the Science Research Councils", *J. Can. Studies*, to be published.

A47 a) Research study of the Brandon University Mature Student Centre: upgrading research in adult university education. b) Designed to upgrade Brandon University's research capacity in adult education, the project includes the deliberate administration of a research program, the development and maintenance of systematic collection and analysis of data, the development of scholarly studies, and the integration of the information into adult education theory. c) Jan. 1983. d) C.V. Thorsteinson, Student Services, and K.R. Daniels, Psychology Dept., Brandon University.

A48 a) The Brandon University Mature Student Centre: a model of an integrated academic and personal support program for adults entering university. b) Its essence is to provide integrated personal and academic supports suitable to the interdependent needs of individual learners. The design, supports and mechanisms for integration are described. c) Jan. 1983. d) C.V. Thorsteinson (see above). f) To be published in *Can. J. of University Continuing Education*.

A49 a) University sport in Canada. b) Joint project of Sport Canada and the Canadian Interuniversity Athletic Union (CIAU) to study CIAU national championships; CIAU travel subsidy; provincial government funding for intercollegiate sport; relationship of the CIAU/Canadian universities and national sport governing bodies; and Canadian universities, the CIAU and international sport. c) 1983. e) Canadian Interuniversity Athletic Union, 11th Floor, 333 River Road, Vanier, Ont. K1L 8B9.

See also/Voir aussi:

B12 The politics of Ontario universities.

B13 Scholars and dollars: politics, economics, and the universities of Ontario, 1945-1980.

B48 Federal-provincial relations and support for universities.

C3 Staff development in a time of retrenchment.

C4 Lifelong learning, instructional development and the future of higher education.

C8 General education in Canada's community colleges and institutes.

C31 Intentional changes: a fresh approach to helping people change.

D1 Représentations sociales et mode des connaissances: le cas des hommes de science.

E1 The feasibility of monitoring accessibility to postsecondary education in Ontario.

A GENERAL/GENERALITES

E2 Memorial University College oral history project.

E4 Equality of access to postsecondary education in Newfoundland and Labrador.

E20 Caractéristiques personnelles et académiques des étudiantes universitaires choisies dans des disciplines traditionnelles et non traditionnelles, une étude de cas: l'Université McGill.

F1 A Canadian Open University? The present jigsaw.

F2 Education for hospital administration.

F20 Le problème de l'image de soi chez les femmes québécoises de 30-40 ans de retour aux études.

F24 Adult learning about Canada.

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Cost; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration.

B1 a) Doctoral fellows on the labor market. b) Follow-up of 1972-75 first award holders of a doctoral fellowship of the SSHRC (Canada Council) to find out how many completed their PhD and how many have been able to obtain suitable employment. c) April 1982. d) Maureen Woodrow, Social Sciences and Humanities Research Council, 255 Albert St., Ottawa, Ont. K1P 6G4.

B2 a) Starting salary survey: class of 1982. b) Survey of monthly salaries paid to 1982 graduates of postsecondary institutions who obtained their positions through on-campus recruitment programs, with employers who are members of the University and College Placement Association. c) Sept. 1982. d) P.J. Werner, E. Strosberg, K. Scuce and D. Wasserstein, UCPA, 43 Eglinton Ave. E., Suite 1003, Toronto, Ont. M4P 1A2.

B3 a) Deans in Canadian universities: a managerial perspective. b) Investigating the dean's roles and functions from a managerial perspective, the article reports the findings of an empirical study conducted in selected universities which tried to identify the dimensions of an effective deanship and find correlates of effective performance for a dean. More specifically, it focuses on the following variables and their relationships: dean's managerial effectiveness, his conflict-handling modes, his length of time in office and the size of his faculty. c) 1982. d) Bernard Garnier, Fac. des sciences de l'administration, Université Laval. f) *Canadian Journal of Higher Education*, 12:2(1982) 1-16.

B4 a) The use of "fixed coefficient" matrices to relate occupation and field of study in manpower requirements models. b) After a brief review of manpower requirement models used to project the demand for university graduates by field of study, the use of the fixed coefficient approach, which essentially assumes that the relationship between occupation and field of study does not change over time, is tested using historical data from the early and late 1970s. Conclusions are drawn regarding the fields of study for which these manpower models can provide reasonable results. c) Spring 1983. d) W.G. Picot, Research and Analysis Division, Social Statistics Field, Statistics Canada, Ottawa, Ont. K1A 0T6. f) Statistics Canada journal *Labor market analysis*.

B5 a) University graduates and jobs: changes during the 1970s. b) Comparison of occupations and industrial sectors entered by graduates in 1971 and 1978. It focuses on the relationship between graduates' field of study and their occupation and industry of employment, and how the relationship changed during the 1970s. The likelihood of finding employment in the public or private sector and that of finding a job requiring postsecondary education are

discussed. Some information on inter-provincial movement of graduates during the 1969-71 and 1976-78 periods is included. c) Dec. 1982. d) W.G. Picot (see above). f) Statistics Canada Catalogue 89-501E (English) or F (French).

B6 a) Health manpower training programs in Canada. b) Inventory and output of training programs for various health manpower categories, updating a 1973 AUCC report by H.R. Robertson, J.F. Houwing and L.F. Michaud entitled *Health manpower output of Canadian educational institutions*. c) Jan. 1982. d) Health Manpower Division, Health Resources Directorate, Health and Welfare Canada, Jeanne Mance Building, Ottawa, Ont. K1A 1B4. f) Obtainable from Health Services and Promotion Branch, Health and Welfare Canada.

B7 a) Répertoire des débouchés professionnels des programmes de formation de l'Université Laval. b) A l'aide des renseignements publiés dans la Classification canadienne descriptive des professions, constituer un répertoire des professions pour lesquelles l'Université Laval offre des possibilités de formation universitaire. c) Sept. 1984. d) Eddy Slater, Fac. des sciences de l'éducation, Université Laval.

B8 a) Etude de pertinence d'un technicien en vidéotex. b) L'étude vise à déterminer la nécessité, au Québec, d'une formation collégiale pour les techniciens en vidéotex (médiatiseur). c) Juin 1983. d) Denise Gélinas et Edgard Snellen, Cegep d'Alma, 675, boul. Auger ouest, Alma, Qué. G8B 2B7.

B9 a) Linking micro and macro human resource planning: an examination of the theory. b) The research objective is to review the theories on linking micro and macro human resource planning and develop a methodology. Occupations requiring higher education will be included in the methodology. c) August 1983. d) Noah M. Meltz, Centre for Industrial Relations, University of Toronto.

B10 a) Evaluation des besoins canadiens en ingénieurs forestiers, en chercheurs avec formation en foresterie et en techniciens forestiers pour les prochaines années. b) A partir d'hypothèses d'applications d'une foresterie intensive, on détermine les besoins en professionnels. On examine la capacité des écoles universitaires actuelles en foresterie de répondre à ces besoins. Une priorité émerge: le développement de la formation aux niveaux de la maîtrise et du doctorat. c) Oct. 1983. d) Marcel Lortie, Fac. de foresterie, Université Laval. f) Rapport présenté au Conseil consultatif canadien de la foresterie et publié par le Service canadien des forêts, Ministère de l'Environnement du Canada, déc. 1982.

B11 a) The job market for bachelor degree holders: a cumulation. b) An analysis of 20 studies on the employment of sociology bachelor graduates reveals that of seven major vocational categories, American graduates most frequently select social service occupations, while Canadian graduates most often choose teaching positions. The article notes the deficiencies of the current data base and suggests means whereby academic sociologists might provide more vocational information and assistance to their students. d) R. Alan Hedley and Susan M. Adams, Dept. of Sociology, University of Victoria. f) *The American Sociologist*, 17:3(1982) 155-163.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B12 a) The politics of Ontario universities. b) Examination of the current and enduring funding problems of Ontario universities against the background of the widespread support in the 1960s. This support fluctuated in accordance with the perceived economic importance of higher education as a whole. c) April 1982. d) Paul Axelrod, Div. of Social Science, York University. f) *Canadian Forum*, April 1982.

B13 a) Scholars and dollars: politics, economics, and the universities of Ontario, 1945-1980. b) The book analyses the background and the process through which the Ontario university system was expanded in the late 50s and mid 60s. Focusing on higher education's economic function, it examines the universities' efforts to meet the demands of an undulating, mixed capitalist economy. It concludes with an analysis of political and financial problems confronting higher education in the 70s in the face of shifting economic priorities and changing economic conditions. c) Fall 1982. d) Paul Axelrod (see above). f) University of Toronto Press, 1982, 270 p., pb. $13.95.

B14 a) Program-related student expenditures. b) Examination of program-related student expenditures at Ryerson Polytechnical Institute, the discrepancy between such expenditures and OSAP allowances, and ways program departments can control such costs, in order to make recommendations aimed at improving the control and management of such expenditures. c) Nov. 1982. d) Academic Planning and Research Unit, Ryerson Polytechnical Institute. f) Report available.

B15 a) Financial impact of alternative enrolment and resource allocation policies. b) Examines and tests, through simulation, the short and long-term impact of various enrolment and resource allocation strategies on an institute's financial position under Ontario's operating grants formula. It also clarifies the strategies of enrolment management and planned enrolment reductions and examines the resource trade-offs to be considered when bringing new programs on stream. c) August 1982. d) R. Swirsky, Academic Planning and Research Unit, Ryerson Polytechnical Institute. f) Available in Working Papers Series.

B16 a) The supply and demand of vocational teachers for secondary schools in Alberta. b) Study to access the supply and demand of vocational teachers for secondary schools, to identify possible imbalances by trade area or occupational specialty, to rank order supply and demand by vocational subject areas from most to least critical, and to examine the effect of provincial and school board bursaries to attract potential vocational teachers. c) April 1983. d) Darius R. Young, Dept. of Industrial and Vocational Education, University of Alberta.

B17 a) A follow-up survey of graduates at an Ontario university. b) Study to examine the career paths and continuing education choices of graduates nine to twelve months after graduation. The survey also investigated the extent to which the graduates' experiences at university contributed to individual growth within six pre-defined dimensions. c) 1982. d) R.C. Hughes and W. Ward, Office of Institutional Analysis, McMaster University.

B18 a) Graduate employment and the university: an Ontario perspective. b) The paper provides a follow-up examination of the university's 1980 graduates

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

and their experiences after leaving the university environment, and examines the factors that provided the impetus for this project at the provincial and university levels. c) 1982. d) R.C. Hughes and W. Ward (see above). f) Paper presented at the 1982 Annual Forum, Association for Institutional Research, Denver, Colorado.

B19 a) Canadian nursing doctoral statistics, 1982 update. b) Inventory of all nurses with earned doctoral degrees, with statistics on type of degree, job title, recency of degree, year of birth, etc. Also contains statistics on nurses currently enrolled in doctoral programs. c) Feb. 1983. d) S.M. Stinson, J. Larsen and J. MacPhail, Fac. of Nursing, University of Alberta. f) To be published by and available at cost from the Canadian Nurses Association, 50 The Driveway, Ottawa, Ont. K2P 1E2.

B20 a) McMaster medical alumni survey. b) Annual survey to collect information on the location, function and specialty of all McMaster medical graduates. c) Sept. of each year. d) C.A. Woodward, Fac. of Health Sciences, McMaster University.

B21 a) Program evaluation process - management report series. b) Analysis of follow-up results obtained from a survey of over 2,000 former vocational students and 300 employers conducted as part of Vancouver Community College's ongoing program evaluation process. Attrition-related data, post-training activities, ratings of selected program features and suggestions for improvement are reviewed. c) Ongoing. d) John G. Cousineau, Office of the President, Vancouver Community College, 675 West Hastings St., Vancouver, B.C. V6B 1N2; M.E. Lamoureux, Dean of Instruction, Vancouver Vocational Institute, 250 West Pender St., Vancouver, B.C. V6B 1S9.

B22 a) Program evaluation process - program research report series. b) Series of reports produced, on a rotating basis, for about 90 career, vocational and A.B.E. programs. Data are obtained from an ongoing census of all graduates, and discontinuants, and selected employers. The reports contain follow-up data on post-training activities of former students, reasons for discontinuation, graduate ratings of selected program features, suggestions for program improvement, and the program faculty's interpretations of the data. c) Ongoing. d) John G. Cousineau (see above).

B23 a) CCUBC/CUDBC survey of biology departments. b) Annual survey of the number of graduates produced by member departments of the Canadian Council of University Biology Chairmen, their faculty structure, vacancy of and applications for positions, post-doctoral fellowships held, number of support staff and research support totals in dollars. c) Annual. d) John King, CCUBC, Dept. of Biology, University of Saskatchewan.

B24 a) Engineering student enrolment and employment statistics. b) Annual collection and publication of student registration figures for undergraduate and graduate engineering programs and engineering technology programs, and of student employment/unemployment statistics. c) Ongoing. d) Engineering Manpower Council, Canadian Council of Professional Engineers, 401-116 Albert St., Ottawa, Ont. K1P 5G3. f) *Engineering Manpower News*, CCPE.

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B25 a) Liability insurance study. b) Preparation of standard wording for use in a manuscript policy that can be used as a benchmark by university business officers in their underwriting negotiations. c) May 1983. d) W.K. Randell, CAUBO Risk Management and Insurance Committee, Investments and Risk Manager, University of Waterloo.

B26 a) Impact of Bill C-57. b) Review of the additional costs and administrative burden created by recent changes in federal customs and sales tax, with findings derived from studies conducted at eight universities. c) Sept. 1982. d) K. Clements, Canadian Association of University Business Officers, 151 Slater St., Ottawa, Ont. K1P 5N1.

B27 a) BCIT 1982 outlook report. b) Scan of the environment for the British Columbia Institute of Technology pulling together policy and trends in eight areas as a national and provincial background for institute planning: demographics, economics, labor force, national policy and legislation, provincial policy and legislation, B.C. postsecondary system, technological trends and labor relations. c) May 1982. d) C.J. Greenhill, Institutional Planning, British Columbia Institute of Technology, 3700 Willingdon Ave., Burnaby, B.C. V5G 3H2.

B28 a) BCIT 1983 outlook report. b) Update of 1982 report (see previous entry) and summary of developments in policy and other external trends as they influence planning for the British Columbia Institute of Technology. c) Dec. 1982. d) Deborah Bannister, Institutional Planning, British Columbia Institute of Technology (see above).

B29 a) Situation de l'emploi pour les finissants (UQAH) du secteur préscolaire-primaire dans l'Outaouais (région administrative 07). b) Bilan et prospectives. c) Mars 1982. d) Albert Boulet, Jacques Chevrier et Julio C. Inostroza, Dép. des sciences de l'éducation, Université du Québec à Hull.

B30 a) Caractéristiques des institutions universitaires québécoises 1980-81. b) Indicateurs internes portant sur le rythme de croissance des clientèles, les diplômes, le contingentement, la programmation universitaire, le développement de la recherche, les ressources humaines, financières et physiques. c) Déc. 1982. d) Gaston Barrette, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education, 1035, De La Chevrotière, Edifice G, 20ième étage, Québec, Qué. G1R 5A5.

B31 a) Révision de la formule de répartition des subventions entre les universités québécoises. b) Le projet vise la modification de la formule traditionnelle qui sert actuellement à répartir l'enveloppe des subventions. Plusieurs paramètres clefs, tels le secteur disciplinaire, le niveau d'études, le volume de la recherche et la taille des établissements sont pris en compte. c) 1983. d) Michael Isaacs, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education (voir plus haut).

B32 a) Prévisions des clientèles financées par le MEQ. b) Cette publication du ministère de l'Education contient des prévisions pour l'ensemble du réseau et de la province et des scénarios particuliers pour les régions et les

établissements. c) Jan. 1983. d) Jean-Claude Bousquet, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education (voir plus haut).

B33 a) Rapport statistique sur les revenus et dépenses des universités 1980-81. b) Le rapport donne pour l'ensemble des universités et pour chaque université la ventilation des revenus par source et par fonction et la ventilation des dépenses par poste et par fonction. c) Mai 1982. d) Magdy Rizk, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education (voir plus haut). f) Rapport, Québec, M.E.Q., D.G.E.R.U., 1982.

B34 a) Indicateurs de la recherche universitaire. b) Développement d'une structure intégrée d'indicateurs socio-économiques de la recherche universitaire en vue d'effectuer sur une période donnée, 1974-75 à 1979-80, des comparaisons interprovinciales et ensuite de poursuivre cette étude en vue d'effectuer des comparaisons inter-universitaires au Québec. c) Interprovincial: déc. 1982; inter-universitaire: 1983. Mise à jour annuelle. d) Marc Caron, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education, 1035, De La Chevrotière, Edifice G, 20ième étage, Québec, Qué. G1R 5A5.

B35 a) La recherche subventionnée et commanditée dans les universités du Québec 1978-79. b) Rapport en deux parties: analyse faisant un sommaire des activités de recherche de l'ensemble du réseau universitaire, et tableaux statistiques constituant le bilan statistique annuel de la recherche universitaire. c) Mars 1982. d) Marc Caron (voir plus haut). f) Rapport, Québec, M.E.Q., mars 1982.

B36 a) Les subventions et contrats de recherche des universités du Québec en 1978-79 et 1979-80. b) Bulletin statistique qui présente la situation générale de la recherche universitaire et l'analyse selon les sources de financement et les secteurs disciplinaires pour l'ensemble des universités et pour chacun des établissements. c) Jan. 1982. d) Marc Caron (voir plus haut). f) Bulletin, Québec, M.E.Q., D.G.E.R.U., Bulletin statistique 82-01, jan. 1982.

B37 a) Employment survey of 1982 Ontario university graduates. b) To obtain data on the status of graduates within one year of graduation and on the relationship between their current status (full-time or part-time participation in the labor force, in education or in some other activity) and their postsecondary experience. c) Sept. 1983. d) Christine Kluck Davis and Margaret A. Denton, Social Data Research Ltd., 307-237 Locke St., Hamilton, Ont. L8P 4T4. f) Results available from Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

B38 a) Energy consumption in Ontario universities. b) Record of annual energy acquisition costs and energy consumption by major resource classification (gas, oil, electricity, other) by institution and for the provincially assisted system, 1975-76 to 1981-82. c) August 1983. d) Egils Tannis, University Relations Branch, Ministry of Colleges and Universities, 9th Floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

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B39 a) 1982 Manitoba community colleges follow-up survey: detailed summaries by community college program and course. b) Survey to assess labor market outcomes of community college graduates about one year after graduation, including all graduates from two-year diploma and one-year or less certificate courses who completed training between August 1980 and July 1981. The report provides information of various outcomes on a course basis for each college. c) Feb. 1983. d) Terry Masse, Research and Planning Branch, Department of Labor and Manpower, 409-401 York Ave., Winnipeg, Man. R3C 0V8.

B40 a) 1982 Manitoba community colleges follow-up survey of 1981 graduates: summary report. b) Based on the survey described in the previous entry, the report provides an analysis of labor market outcomes by student characteristics for total graduates and each college. c) Feb. 1983. d) Terry Masse (see above).

B41 a) Outcomes assessment of 1976 and 1979 Manitoba university graduates. b) To gather information on university graduates: participation in community/professional organizations, post-university labor market experiences, continuing education plans and experiences, critical intellectual development, satisfaction with job/career changes, and background demographic variables. c) May 1983. d) B. Warrack, Research Branch, Department of Labor and Manpower, 409-401 York Ave., Winnipeg, Man. R3C 0V8; C.N. Russell, Program Development, Department of Education, 530 Century St., Winnipeg Man. R3H 0Y4. f) Results available from J.B. MacMartin, Universities Grants Commission, 226-530 Century St., Winnipeg, Man. R3H 0Y4.

B42 a) Towards the determination of target markets and the development of differential advantage. b) To study the university choice process and the university's image. c) Ongoing. d) J.H. Church and D.W. Gillingham, School of Commerce and Administration, Laurentian University. f) Various reports available.

B43 a) The Saint Francis Xavier University graduates of the 1970s in the job market. b) Survey of over 2000 graduates of the odd years of the 1970s to learn about their entry-level jobs and salaries and their current jobs and salaries. Trends over time are analysed and degree and male-female comparisons are made. c) August 1983. d) Janet M. Stark, Counselling Centre, St. Francis Xavier University.

B44 a) Use of decision support technology. b) To study the effectiveness of information technology used to increase knowledge workers' productivity with emphasis on decision support aspects of computer-based management information systems. To produce guidelines useful in answering questions of "how an institution should proceed" with implementation of such technology. c) 1985. d) Bernard S. Sheehan, Fac. of Management, University of Calgary.

B45 a) Institutional research on decision support systems. b) Change in information technology including the evolution of decision support systems in industry makes it prudent for higher education to re-examine institutional use of computer-based information systems in support of decision making. The present, 24-page paper provides a summary review of the decision support systems

literature and the parallel, but separate institutional research literature. It explores the potential of an institutional research perspective in decision support systems research and presents the results of a university survey conducted to determine the current state of information technology in institutional research practice. c) June 1982. d) Bernard S. Sheehan (see above).

B46 a) Information technology: innovations and applications. b) The book contains a number of articles by different authors directed at higher education planning - specifically, planning for information technology. The central question considered is: How does an institution cope with the explosive growth of computer and communications technology? The purpose is to provide information on new technologies and to suggest elements of an impact analysis that can inform institutional decisions related to information processing technologies. c) Sept. 1982. d) Bernard S. Sheehan, editor (see above). f) *Information technology: innovations and applications*, New directions for institutional research, no. 35. San Francisco: Jossey-Bass Inc., 121 p.

B47 a) UNICAT/TELECAT: a final report. b) The 77-page report reviews the activities of the UNICAT/TELECAT consortium of Ontario and Quebec libraries from its beginning in 1973 until its dissolution in 1980. It includes a bibliography and a discussion of the future of library automation and cooperation. c) Sept. 1982. d) Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

B48 a) Federal-provincial relations and support for universities. b) The 83-page policy paper outlines COU's concerns about the responsibilities of the provincial and federal governments in the financing of Ontario universities. The governments are urged to reach agreement in order to ensure an adequate and stable system of support for universities. c) Feb. 1982. d) Council of Ontario Universities (see above).

B49 a) Report of the Task Force on Medical Manpower. b) The 94-page report examines broad policy issues affecting medical manpower in Ontario. It evaluates current output of Ontario's medical schools in relation to health care costs and population health, and cautions against short-term adjustments in medical manpower production. Three supporting documents are available. c) August 1982. d) Task Force, Health Sciences Liaison Committee, Council of Ontario Universities (see above).

B50 a) Once more with feeling: brief to the Ontario Council on University Affairs. b) The 58-page brief presents a detailed financial analysis of the state of Ontario universities following several years of inadequate funding. It includes 27 tables and figures illustrating the universities' resources in relation to other publicly supported organizations, inter-provincial comparisons, and the combined impact of underfunding and inflation on salaries, equipment, maintenance and other expenditure areas. The report concludes with estimates for the required increase in 1983-84 operating revenue. c) March 1982. d) Committee on Operating Grants, Council of Ontario Universities (see above). e) James A. McAllister, COU.

B51 a) Revenue and expenses of Ontario universities 1981-82. b) Four-

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volume annual report on revenue and expenditures of all provincially supported Ontario institutions. Volume I covers the 21 institutions which receive grants directly from the government, and Volume II the 22 institutions affiliated or federated with the provincially assisted universities. Volume III reports the operating fund net change in appropriated reserves and unappropriated funds for all 43 institutions. Volume IV analyses the physical plant operating expenses of 16 universities. c) Nov. 1982. d) Research Division, Council of Ontario Universities (see above). e) James A. McAllister, COU.

B52 a) Ontario universities statistical compendium 1970-71 to 1980-81. b) Two-part report presenting macro-indicators which relate resources available to Ontario universities to their activities over a ten-year period. Part A, 60 pages, contains the macro-indicators and complementary analyses together with commentary and a glossary of terms and definitions; part B contains the supporting data. c) June 1982. d) Special Committee on Macro-Indicators, Council of Ontario Universities (see above). e) L.C. Payton, COU.

B53 a) Manpower planning and higher education policy. b) The 73-page report examines university graduate employment issues raised in a series of government publications. Methods of labor market analysis, such as graduate surveys, cost/benefit analysis and occupational projections are evaluated in terms of their usefulness in planning university programs and enrolments. c) June 1982. d) Laura J. Selleck, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

B54 a) Canadian Association of Graduate Schools 1982 statistical report. b) Statistical data on graduate schools, examining enrolments, degrees awarded, citizenship status and new graduate students by degree level, enrolment status (part-time/full-time), region, university, division and discipline. c) Sept. 1982. d) L.C. Payton, Council of Ontario Universities (see above).

See also/Voir aussi:

A3 Government-intermediary-university: the financial decision-making role of the Universities Council of British Columbia.

A25 The management of diminishing resources/La gestion des ressources décroissantes.

A35 Ressources humaines dans certains domaines spécialisés de communication et présence francophone.

A41 Evolution des programmes de premier cycle de l'Université du Québec 1971-1980.

A44 The nature of academic work.

A45 Squeezing the triangle: Council of Ontario Universities review 1978-79 to 1981-82.

C74 An articulated baccalaureate program in nursing.

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D2 Causes and consequences of unionism among teaching assistants and other short-term and part-time instructional staff in Canadian universities.

D8 An analysis of non-cash compensation of presidents of colleges of applied arts and technology, Ontario.

E1 The feasibility of monitoring accessibility to postsecondary education in Ontario.

E12 A study of student applications for enrolment in career/technical programs throughout British Columbia.

E27 Les effectifs étudiants des universités québécoises: données préliminaires, session d'automne 1981.

E36 Mature student follow-up: Brandon University (1977-79) and University of Winnipeg (1975-79).

F11 Royal College teleconference project.

F27 Skill Development Leave Task Force.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Term One. b) Continuing review and evaluation of special attempts made to introduce incoming students to the unique nature of York's Faculty of Environmental Studies, with its multi-disciplinary nature, applied/professional orientation, responsiveness to full-time and mid-career students, and emphasis on individualized learning experiences. c) Continuing. d) T.J. Cartwright, Fac. of Environmental Studies, York University.

C2 a) Microcomputers and education. b) To assess what contribution the new microcomputer technology can make in order to increase computer literacy among students of York's Faculty of Environmental Studies and to make more use of computers in the faculty's teaching and administration. c) Summer 1983. d) T.J. Cartwright (see above).

C3 a) Staff development in a time of retrenchment. b) Examination of the status of instructional development units in colleges and universities during a time of severe financial constraints, with conclusions based on a 1981-82 study tour of institutions in North America, Europe and Australasia. c) In progress. d) C.K. Knapper, Teaching Resource Office, University of Waterloo.

C4 a) Lifelong learning, instructional development and the future of higher education. b) Examination of efforts made by universities to promote lifelong learning skills in students and the contribution of instructional development units to this process. Results are based on examination of higher education in North America, Europe and Australasia. c) In progress. d) C.K. Knapper (see above).

C5 a) Educational technology and higher education. b) Collection of articles on the application of technology to teaching and learning in higher education. Topics include distance education and new communications technologies, videodiscs and learning, videotex and education, data-based teaching in the social sciences, simulation and gaming, lifelong learning and educational technology. c) 1982. d) C.K. Knapper (see above). f) C.K. Knapper, ed. *New directions for teaching and learning: expanding learning through new communications technologies*, no. 9. San Francisco: Jossey-Bass, March 1982.

C6 a) Information technology and instruction in higher education. b) A review of the history of instructional technology and a survey of recent developments, focusing particularly on computers and their potential for distance learning. c) 1982. d) C.K. Knapper (see above). f) In *New directions for institutional research: information technology - innovations and applications*, no. 35. San Francisco: Jossey-Bass, Sept. 1982.

C7 a) Student evaluations. b) How meaningful are anonymous student

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evaluations of professors? c) 1983. d) John Alan Lee, Div. of Social Sciences, Scarborough College, University of Toronto, 1265 Military Trail, West Hill, Ont. M1C 1A4. f) First article in *Bulletin*, University of Toronto, Sept. 7, 1982.

C8 a) General education in Canada's community colleges and institutes. b) Mailed questionnaire survey (3000 random sample) of non-degree granting postsecondary institutions to measure attitudes of administrators, faculty and students toward the general education component of the programs. General education is defined as all non-specialized and non-career education. c) June 1983. d) Nathalie Biéler Sorensen, Association of Canadian Community Colleges, 211 Consumers Road, Suite 203, Willowdale, Ont. M2J 4G8.

C9 a) Essai de rationalisation et d'application d'un modèle fonctionnel économique de formation pratique dans des secteurs universitaires professionnels. b) Instrument de travail à l'intention de personnes intéressées au problème de l'enseignement pratique dans la formation professionnelle. Revue des écrits sur le sujet: rationnel, formes, rôle des agents, modalités, évaluation, essai d'application, etc. c) Déc. 1982. d) Philippe Dupuis, Faculté des sciences de l'éducation, Université de Montréal.

C10 a) Summary of QAULTEP findings - field experiences and pre-education/selection. b) QAULTEP (Qualitative Analysis of the University of Lethbridge Teacher Education Program) is a continuing project designed to analyse relationships among five categories of variables (pre-education, selection, training, placement, work success) and follows education students from their pre-education days through five years of teaching. A data bank has been established containing about 400 variables on each of about 950 students. One report will provide a summary of several studies completed on the field experience component of the program, another will summarize several studies completed on the program's pre-education/selection component. c) Spring 1983. d) Vern Dravland, Fac. of Education, University of Lethbridge.

C11 a) The Objective Structured Clinical Examination (OSCE) as an evaluation of clinical competence. b) The OSCE tests a broad range of clinical skills and is reliable and reproducible. This is an ongoing study comparing its predictive validity with other methods of assessing clinical competence at various levels of undergraduate and postgraduate medical education. c) Dec. 1983. d) Ian R. Hart, Dept. of Medicine, Ottawa Civic Hospital, 1053 Carling Avenue, Ottawa, Ont. K1Y 4E9.

C12 a) Field research study to determine effectiveness and requirements for delivery of basic skills training of inmates of a maximum security prison. b) Substantial numbers of inmates in maximum security facilities do not possess necessary basic skills of reading and mathematics and lack confidence in their ability to participate in further education and training. The project will use CAI to provide basic skills training. The Canadian version of the program developed on the PLATO CAI system as well as high school training curricula will be tested and evaluated with selected inmates, centering on academic skill attainment and requirements for lasting implementation of computer-based training in a maximum security facility. c) Dec. 1983. d) Louis A. Pagliaro, Fac. of Pharmacy, and Michael Szabo, Computing Services, University

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of Alberta.

C13 a) Academic karate for students. b) Based on research on self-directed learning and self-direction in career management, this technique will enable students to initiate and maintain a self-directed mode of learning while in an academic environment, and to react proactively to the environment, commencing early to work towards career goals. Is is likely to be particularly useful for "outsiders" - students without prior exposure through family or school connections to the tertiary educational process - and in general to overseas students (an attempt has been made to avoid a culture-bound presentation of the material). c) August 1982. d) T.F. Carney, Dept. of Communication Studies, University of Windsor. f) Multilithed booklet.

C14 a) Spécialités médicales. b) Le rapport (405 p.) contient l'avis du Conseil des universités au Ministre de l'Education du Québec sur les programmes de spécialisation médicale, suivi du rapport du Comité d'étude mandaté pour proposer les moyens de rationaliser la formation des spécialistes en médecine à partir de l'analyse de la situation actuelle de la formation, compte tenu des besoins identifiés et des politiques nouvelles adoptées en matière de postes de résidence. c) Jan. 1982. d) Conseil des universités, 2700, boul. Laurier, 8e, Ste-Foy, Qué. G1V 2L8.

C15 a) Impact of university preparation on professional growth of educators. b) Attempt to trace the effect of a university program (educational administration) on the various aspects of professional development of its graduates in the past eight years. c) April 1983. d) Y.L. Jack Lam and G. Sorensen, Fac. of Education, Brandon University.

C16 a) Rapport annuel 1982-1983 sur l'évaluation. b) Rapport du Conseil supérieur de l'éducation constituant une revue de l'état et des besoins de l'éducation en matière d'évaluation, dans le système scolaire québécois. Ce thème sera abordé sous trois aspects (évaluation institutionnelle, évaluation du personnel, évaluation des apprentissages) et couvrira les niveaux d'enseignement primaire, secondaire, collégial et universitaire ainsi que l'éducation des adultes. c) Sept. 1983. d) Ann Robinson, Comité du rapport annuel, Conseil supérieur de l'éducation, 2050 ouest, boul. St-Cyrille, 4e, Sainte-Foy, Qué. G1V 2K8.

C17 a) Le développement technologique et l'enseignement supérieur. b) Le développement de la technologie éducative et son impact sur la transmission et l'acquisition des connaissances et les conséquences de la "culture technologique" sur les processus et les contenus d'apprentissage. L'étude vise à stimuler la réflexion sur la manière dont l'université doit intégrer le développement technologique. c) Avril 1983. d) Brigitte Von Schoenberg, Conseil supérieur de l'éducation (voir plus haut).

C18 a) Les enseignements et les recherches touchant la condition féminine à l'Université de Montréal. b) Il s'agit d'un inventaire critique, i.e. d'une analyse qui va chercher auprès des professeurs et des chercheurs les données sur les enseignements et les recherches sur la femme et les situe dans une perspective épistémologique critique (par rapport à une perspective féministe).

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c) Déc. 1982. e) Renée Collette-Carrière et Marie Andrée Bertrand, Ecole de criminologie, Université de Montréal.

C19 a) L'enseignement clinique et l'apprentissage de la démarche scientifique selon le modèle nursing de Virginia Henderson. b) Mettant en lumière l'apprentissage en milieu de stage de la démarche nursing avec des groupes d'étudiantes de niveau collégial 1, 2 et 3 du programme de techniques infirmières, le projet a permis la construction d'instruments et l'utilisation d'approches pédagogiques favorisant l'apprentissage de la démarche de soins infirmiers selon le modèle de Virginia Henderson. c) Mai 1982. d) Nicole Bizier, Collège de Sherbrooke, 475, rue Parc, Sherbrooke, Qué. J1H 5M7.

C20 a) Le projet d'intégration de la formation. b) Une recherche-action sur l'apprentissage expérientiel, i.e. le lien pratique/théorie pour des étudiant(e)s en enseignement poursuivant un stage intensif de formation pratique. c) Juin 1982. d) André Paré et Thérèse Lafermière, Fac. des sciences de l'éducation, Université Laval. f) Article dans *Yearbook*, 1982, Société canadienne pour l'étude de l'éducation.

C21 a) Exit survey: 1982 MD graduating class. b) To obtain information regarding the clear intentions of final year medical students, and feedback on aspects of the curriculum. c) June 1982. d) C.A. Woodward, Fac. of Health Sciences, McMaster University.

C22 a) Faculty perceptions of the MD program. b) A 25% sample of full and part-time members of the Faculty of Health Sciences were surveyed regarding their perceptions of the McMaster Medical School's curriculum; response rate 80%. The major strengths and weaknesses of the MD program seen by faculty were highly similar to student reports of the program's strengths and weaknesses. However, faculty thought the advantages of the three year curriculum outweighted its disadvantages less often for students than the students themselves had reported. c) Feb. 1982. d) R.G. McAuley and C.A. Woodward, Fac. of Health Sciences, McMaster University.

C23 a) An evaluation of the interactive instructional television project at Mount Saint Vincent University. b) Through interviews, questionnaires and direct observation, the evaluation sought to determine the effectiveness of a distance education project, which used one-way television and two-way telephones to link a university classroom with a remote classroom. Low enrolment prevented a thorough study of the effectiveness; however, many implications for the design and implementation of postsecondary distance education were explored. c) Oct. 1982. d) Richard F. Lewis, Atlantic Institute of Education, 5244 South St., Halifax, N.S. B3J 1A4.

C24 a) Effets de la formulation et du contenu d'une consigne sur l'exécution d'une tâche présentée par ordinateur. b) Six textes différents ont été présentés comme instruction pour une tâche gérée par ordinateur. Les textes variaient selon le contenu (texte complet, abrégé ou amputé) et selon la formulation syntaxique (simple ou complexe). Après la lecture des consignes, les sujets (360 étudiants de niveau universitaire) ont fait un rappel du texte puis ont exécuté la tâche une première fois. Ils ont ensuite fait un second rappel

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puis exécuté la tâche une seconde fois. Les résultats montrent que le contenu influence le temps de lecture, le temps de rédaction des rappels et le temps d'exécution de la tâche tandis que la formulation syntaxique influence le temps de lecture de la consigne et les erreurs lors de l'exécution de la tâche. c) Mai 1982. d) Bernadette Ska, Fac. de sciences de l'éducation, Université de Montréal. f) "Mémoire des consignes et performances à la tâche", *Psychologica Belgica*, 23:1(1983).

C25 a) Elaboration et fabrication des guides du moniteur et de l'utilisateur du questionnaire LG-3. b) Le questionnaire LG-3 est un instrument qui permet à l'étudiant, à l'aide du profil qui en résulte, de se situer sur dix échelles de comportements reliés à l'apprentissage scolaire. Il est auto-correctif et "auto-interprétable". Le questionnaire est validé, mais les guides accompagnateurs ne le sont pas. La recherche actuelle a donc pour but de colliger toutes les informations pertinentes auprès des utilisateurs et des moniteurs, de manière à produire des guides qui permettent de respecter l'objectif de l'instrument et d'en assurer une utilisation simple à l'intérieur de ses limites réelles. c) Juin 1983. d) Sophie Dorais, Robert Quesnel, Andrée Blanchard, Jean-Louis Castonguay et Yvan Landry, Collège Lionel-Groulx, 100, rue Duquet, Sainte-Thérèse, Qué. J7E 3G6.

C26 a) L'impact de la formation universitaire sur les modes de pratique dentaire. b) Analyse des fondements de la formation professionnelle médicale dentaire en regard de son influence sur la pratique professionnelle des dentistes. Thèse déposée, Université de Montréal. c) Mai 1982. d) Jean-Louis Fortin, Fac. de médecine dentaire, Université de Montréal.

C27 a) Divers aspects psychopédagogiques de la douance (giftedness). b) Recherche sur le don et le talent ayant pour objectif général d'étudier diverses facettes de la psychologie et de l'éducation des individus particulièrement doués, dans une perspective d'aide ou de soutien, à court ou à moyen terme, à la fois à ces individus et aux intervenants du milieu qui travailleront à l'implantation de services éducatifs adaptés à leurs besoins spécifiques. c) En cours. d) Françoys Gagné, Dép. de psychologie, Université du Québec à Montréal; Jérôme Poirier, Fac. des sciences de l'éducation, Université de Montréal.

C28 a) Prison education core curriculum project. b) Creation of a humanities-based core curriculum for primary, secondary and postsecondary education programs in the federal correctional system. The project will focus on ways to integrate a historical/literary/ethical perspective into existing programs at all three levels and include a mechanism for evaluating the effects of the curriculum. c) Oct. 1983. d) Stephen Duguid, Office of Continuing Studies, Simon Fraser University. f) Education and Training Division, Correctional Service Canada, 340 Laurier Ave. W., Ottawa, Ont. K1A 0P9.

C29 a) Evaluation of CEGEP courses in federal penitentiaries. b) The study will establish what relationship, if any, can be shown to exist between successful completion of CEGEP courses by inmates of federal penetentiaries in Quebec, and indicators of personal development, and social integration. c) May 1983. d) Raymond Goyer, Collège Marie-Victorin, 7000, rue Marie-Victorin,

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Montréal, Qué. H1G 2J6. f) Education and Training Division, Correctional Service Canada (see above).

C30 a) Les questions à choix multiple: guide pratique pour la rédaction, l'analyse et la correction. b) Caractérisé par une information détaillée, vulgarisée et illustrée de nombreux exemples, le document contient les six textes suivants: La rédaction des questions à choix multiple; Pourquoi il ne faut pas utiliser les "vrai ou faux" dans les examens; L'analyse des questions à choix multiple; L'analyse manuelle des questions à choix multiple; Que peuvent nous dire les résultats à un examen; Pourquoi pénaliser pour le choix au hasard. c) Mars 1982. d) Huguette Bernard et France Fontaine, Service pédagogique, Université de Montréal.

C31 a) Intentional changes: a fresh approach to helping people change. b) A variety of men and women in Canada and two other countries were interviewed about their recent major intentional changes. Extensive implications for higher education, adult and continuing education, counselling and other helping professions are spelled out. c) May 1982. d) Allen Tough, Ontario Institute for Studies in Education. f) *Intentional changes: a fresh approach to helping people change*. Chicago: Follett and Toronto: Nelson Canada, 1982.

C32 a) Pre-post comparison of acquisition of psychiatric interviewing skills in nursing students. b) Pre-post analysis of both individual and group process skills. c) In progress. d) N. Aidroos and D. Hanson, Fac. of Nursing, and J.E. Molineux, Office of Health Sciences Educational Development, University of Western Ontario.

C33 a) Entry characteristics of medical students. b) Analysis of prior academic preparation on medical school achievement. c) In progress. d) B.P. Squires and J.E. Molineux, Office of Health Sciences Educational Development, University of Western Ontario.

C34 a) Longitudinal assessment of resident performance in internal medicine. b) Assessment of clinical performance via consultation letters as prepared by clerks, interns and medical residents. c) In progress. d) G.A. McCain, R.K. Stuart and L.L. Pederson, Fac. of Medicine, and J.E. Molineux, Office of Health Sciences Educational Development, University of Western Ontario.

C35 a) An analysis of variables contributing to the effectiveness of courses in occupational therapy. b) Regression analysis of course survey and other data. c) In progress. d) S.A. Trujillo, Program of Occupational Therapy, and J.E. Molineux, Office of Health Sciences Educational Development, University of Western Ontario.

C36 a) Guidelines for the development and implementation of computer-managed learning. b) To determine the necessary components for implementation of computer-managed learning (CML) systems and to prepare a training package using CML to provide the requisite knowledge base for CML project management. c) April 1983. d) Alec Steven, Computer Based Training Systems, Suite 100, 525-11 Ave. S.W., Calgary, Alta. T2R 0C9. f) Results available from Learning Systems Branch, Alberta Advanced Education and Manpower, 11160 Jasper Ave.,

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Edmonton, Alta. T5K 0L1.

C37 a) Health care delivery and computer-based training. b) To determine the requirements for alternate delivery of nursing education materials, to analyse authoring methodologies for the production of computer-delivered and managed nursing education materials, to produce 3-5 hours of tutorial computer-based training materials, and to develop an innovative delivery system for these materials and a diffusion model for the delivery system. c) April 1983. d) M. Szabo, PLATO Services, University of Alberta. f) Results available from Learning Systems Branch (see above).

C38 a) Instructional improvement project (power engineering). b) To investigate the use of micro-computers in a remote terminal system to deliver power engineering training, in order to improve the existing CML system by adding a CAI dimension and thus to provide better service to outreach students. c) In progress. d) Jeanette Demicell, Southern Alberta Institute of Technology, 1301-16 Ave. N.W., Calgary, Alta. T2M 0L4.

C39 a) Identification of a post-diploma health science technology program for British Columbia. b) In order to investigate the feasibility of a post-diploma program for health science technologists and nurses, 1000 technologists and nurses currently working in B.C. were surveyed . The 600 respondents indicated they wanted post-diploma studies designed to meet their individual goals and related to their area of specialization; the majority reported a desire for part-time studies located in their community. A draft program based on the survey is being developed. Report, 110 p. c) Sept. 1982. d) Brian Gillespie et al., Health Division, British Columbia Institute of Technology, 3700 Willingdon Ave., Burnaby, B.C. V5G 3H2.

C40 a) A study of the instructional modes and purposes employed in education general classes in the 1983 semester at the University of Regina. b) To catalogue the teaching modes utilized and to identify the purposes instructors have when selecting and using teaching modes. c) April 1983. d) J.O. Burgess and C.A. Kesten, Fac. of Education, University of Regina.

C41 a) Open Learning Institute Telidon project. b) Simple instructional materials in French, mathematics and electrical utility operations were translated to the Telidon medium, creating over 300 Telidon pages. Telidon capabilities were used to provide dynamic images, step-by-step instruction, self-tests and feedback. Integration with audio media was tested. The project was carried out on a small pilot basis with a relatively simple evaluation study. Results showed that instruction provided by the Telidon medium was effective and that participants were quite positive about their experience. The study demonstrated the advantages and limitations of using Telidon for instruction and answered many questions regarding this technology. Report, 14 p. c) July 1982. d) Linda Love, Div. of Educational Technology, Open Learning Institute, P.O. Box 94,000, Richmond, B.C. V6Y 2A2.

C42 a) Reading-writing relationships. b) Having developed a writing model which emphasizes a structured approach to writing, attention is drawn to relationships with the reading process. Several significant processes are

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emerging as being parallel between writing and reading, particularly from intermediate level and beyond. c) Ongoing. d) O.S. Trosky and C.C. Wood, Fac. of Education, University of Manitoba. f) "Using a writing model to teach reading", *Journal of Reading*, 26:1(Oct. 1982) 34-40.

C43 a) Building theory-practice interactions in art teacher education. b) The 14-page paper reviews some of the obstacles which inhibit the relating of theory to practice in art teacher education. Theory and practice are differentiated conceptually along four dimensions. In light of these obstacles, major approaches to art teacher education are discussed for their efficacy in overcoming these obstacles. It is suggested that a situation-based approach appears a promising means of achieving an active understanding of the implications of theory for practice. c) April 1982. d) Dan Nadaner, Fac. of Education, Simon Fraser University.

C44 a) Applications of general systems science to curriculum development. b) General systems science offers a unified pattern of thinking for all sciences. Detailed applications to a new physics curriculum have been carried out. c) 1982. d) H. Burkhardt, Energy Centre, Ryerson Polytechnical Institute. f) Report available.

C45 a) Créativité et réponses du cortex cérébral: applications pédagogiques. b) Les expériences portent à croire que le processus de créativité n'est possible que par le passage d'un état d'homogénéité et d'hétérogénéité à un état tiers "Etat T" qui se manifeste par l'apparition d'un équilibre entre l'énergie de l'hémisphère droit et gauche. Ceci est perceptible par l'analyse des données des EEG où l'on perçoit l'apparition d'un équilibre entre des ondes électriques dégagées par les deux hémisphères cérébraux lors du processus de créativité. Si la créativité fait appel aux deux hémisphères cérébraux, l'entraînement à son processus devrait modifier le mode d'apprentissage des sujets chez qui l'usage des sens devrait être plus varié. Si les deux hypothèses précédentes s'avéraient justes, il faudrait envisager une pédagogie qui tiendrait compte de ces facteurs. c) Juin 1984. d) Marcel Beaumont et Madeleine Roy, Dép. des sciences de l'éducation, et Achille Leblanc, Dép. d'ingénierie, Université du Québec à Trois-Rivières.

C46 a) Instructor/course evaluation research project. b) Development of a reliable and valid evaluation instrument. c) Dec. 1982. d) John Roth, Psychology Dept., Ryerson Polytechnical Institute.

C47 a) Computer-assisted instruction for organic chemistry. b) Designed for an Apple II Plus computer with at least 48K of memory, the material covers IUPAC nomenclature for aliphatic compounds and simple benzene derivatives, and the introduction to the mechanism of organic reactions. In the section dealing with mechanisms, the unique capabilities of the computer's graphic system and simulation powers are used to illustrate and explain these concepts. A series of quizzes is included so that students can assess their understanding of the material at regular intervals. c) August 1983. d) W.J. Cott, Chemical Biological and Materials Technology Dept., Ryerson Polytechnical Institute.

C48 a) Efficacy of an empathy skill development video-tape program for

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teachers. b) Research to determine whether teachers can improve their interpersonal skills as a result of viewing an empathy skill development video-tape program. Produced with the help of students and faculty, the 38-minute program is based on the Carkhuff model of systematic training in interpersonal skills and illustrates teachers performing at various levels of empathic responses, as well as describing specific steps for improvement. c) June 1983. d) Ronald Warner, Counselling Services, Ryerson Polytechnical Institute.

C49 a) Survey of graduates of the University of Toronto baccalaureate course in nursing no. VII. b) Study to obtain from graduates of the undergraduate, BScN program perceptions of the effectiveness of the curriculum and comments and suggestions for improvement. Questionnaires were mailed to two classes of graduates; response rate 45%. Results are reported and discussed using a framework derived from W. McGlothlin, *The professional schools*. c) Oct. 1982. d) Nora I. Parker and Pamela A. Khan, Fac. of Nursing, University of Toronto.

C50 a) Enhancing the extended practicum. b) Attempt to provide information on the extended practicum for the purpose of program development within teacher education. The project consisted of two phases: a review of the literature on the practicum and the conduct of mini research projects on variables identified by the review within the professional development program at Simon Fraser University. The research aspect of the project used one cohort of students for the year 1981-82, involving 16 student teachers and 30 teachers or school associates in four school districts. c) June 1982. d) David Hopkins, Fac. of Education, Simon Fraser University. f) Report, 45 p., obtainable from S.M. Shapson, Fac. of Education, Simon Fraser University.

C51 a) L'apprentissage et la mesure des attitudes. b) Cette recherche vise à contrôler l'efficacité d'un modèle d'apprentissage des attitudes, celui du béhaviorisme social. Dans ce but, des programmes d'intervention ont été élaborés afin de changer dans une direction positive les attitudes des étudiants du secondaire à l'égard des autres personnes: les handicapés physiques, les hommes et les femmes ayant des rôles non traditionnels, catégories correspondant aux priorités du service d'éducation de la Commission des droits et libertés de la personne. La recherche vise aussi deux autres objectifs: étudier la relation entre le concept de soi et les attitudes des étudiants envers les autres et comparer les informations recueillies via deux approches de la mesure des attitudes. c) Juin 1983. d) Aimée Leduc et Jean-Paul Voyer, Fac. des sciences de l'éducation, Université Laval.

C52 a) La relation entre le degré d'adéquation style d'apprentissage-stratégies d'étude et le rendement scolaire. b) L'objet est de vérifier si le rendement scolaire de l'étudiant universitaire peut être l'effet de l'adéquation entre ses stratégies ou méthodes d'étude et son style d'apprentissage. c) Avril 1985. d) Jacques Chevrier, Albert Boulet et Julio C. Inostroza, Dép. des sciences de l'éducation, Université du Québec à Hull.

C53 a) Evaluation de l'équipement Télidon pour l'enseignement de techniques audio-visuelles. b) Le projet vise à mesurer les efforts requis pour la conception et la réalisation d'un programme Télidon, l'acquis des étudiants suite à une leçon présentée sur Télidon et la rentabilité de Télidon, et à

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identifier d'un façon préliminaire les causes possibles de l'efficacité de la technique Télidon. c) Août 1983. d) Albert Boulet, Jacques Chevrier et Julio C. Inostroza (voir plus haut).

C54 a) Modèle de formation utilisé au certificat de premier cycle en soins infirmiers cliniques à l'UQAH: étude de son impact. b) Evaluation des effets d'un modèle basé sur des principes d'andragogie et d'apprentissage expérientiels, portant sur certains aspects de l'apprentissage et éventuellement sur la pratique des soins infirmiers. Le but est d'élargir la connaissance des besoins de l'apprenant adulte en soins infirmiers et de développer des modèles de formation plus appropriés. c) Déc. 1986. d) Adèle Jomphe-Hill, Dép. des sciences humaines, Pierre Jocelyn, Secteur du perfectionnement des maîtres en français, et Benoît Charbonneau, Dép. des sciences de l'éducation, Université du Québec à Hull.

C55 a) Intégration de la technologie vidéotex à des fins pédagogiques: projet d'évaluation. b) Etude de la validité du système vidéotex Télidon comme instrument pédagogique dans l'enseignement. c) Fév. 1984. d) Simon Landry, Vice-recteur aux communications, Roger Claux, Secteur du perfectionnement des maîtres en enseignement professionnel, et Toussaint Fortin, Secteur du perfectionnement des maîtres en français, Université du Québec à Hull.

C56 a) Interaction analysis training with university professors, an empirical study. b) Etude de la perception du comportement verbal des professeurs en administration et en sciences humaines de l'UQAH par leurs étudiants. c) Mai 1983. d) Raoul Côté, Dép. des sciences de l'éducation, Université du Québec à Hull.

C57 a) Etude du profil du psycho-éducateur communautaire. b) Préciser le profil souhaité et actuel du psycho-éducateur communautaire, première étape de l'établissement d'un programme de recherche couvrant divers aspects de la formation du psycho-éducateur. c) Mai 1985. d) Richard Laurendeau et Marcel Renou, Dép. des sciences humaines, Université du Québec à Hull; Pierre Charlebois, Université de Montréal.

C58 a) The development of cognitive structures in university students. b) Investigation into what knowledge students bring to a course; what changes occur in their understanding of course concepts, relationships and strategies during the course; and what relationship students' knowledge of course concepts has with their achievement in the course and with the professor's cognitive structure of the course. c) 1984. d) Janet G. Donald, Centre for Teaching and Learning Services, McGill University.

C59 a) Study of criteria of good teaching in the university. b) To determine which criteria professors in different departments have chosen as indices of good teaching, to compare these criteria with factors identified across North America, and to establish the degree of consistency and variability of these criteria across disciplines. c) 1985. d) Janet G. Donald (see above).

C60 a) Meaning across disciplines. b) Study of the types of concepts used and the variables affecting these concepts in different disciplines.

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Concept composition, abstraction, complexity and fuzziness are variables to be measured. c) 1985. d) Janet G. Donald (see above).

C61 a) Teaching problem solving. b) Three courses to provide explicit training in problem solving have been introduced in the chemical engineering curriculum at McMaster University. New texts and evaluation procedures are being devised. c) 1990. d) Donald R. Woods, Fac. of Engineering, McMaster University.

C62 a) Etude sur la moyenne cumulative des diplômés dans les programmes de baccalauréat à l'Université du Québec de 1978 à 1981 (Tome I). b) Etude de type compilatoire sur les moyennes cumulatives des étudiants de l'Université du Québec en vue de préciser les caractéristiques générales du rendement des diplômés de l'Université du Québec, de 1978 à 1981. c) Mai 1982. d) Service du dossier étudiant, Université du Québec.

C63 a) Preparation and testing of linguistic materials to be used in a computer-assisted approach to French language instruction for linguistically mature Anglophones. b) To prepare resources such as a limited vocabulary to be used in CAI activities specifically designed for these learners. Research will address the suitability of particular linguistic exercises for this purpose and their effectiveness as teaching tools. c) In progress. d) M.E. Surridge and J.D. Kaminskas, Dept. of French, and S. Lawson, Dept. of Psychology, Queen's University.

C64 a) Transformative learning as an interactive process: perceptions of experiential learning. b) EdD dissertation exploring social work students' perceptions of what they learned about themselves as a result of participating in an experiential learning laboratory. The study will describe from the individual's perspective what the participant learned, what contributed to this learning, and how this learning process occurred in the group, thus offering a potential contribution to the theory and practice of transformative learning in undergraduate social work education. c) Fall 1984. d) Ellen Sue Mesbur, School of Social Work, Ryerson Polytechnical Institute.

C65 a) An analysis of the training system. b) To assess the training program using the science of management cybernetics; to test a model of operations and process for its capability to manage change; and to suggest areas of further research involved with policy formulation, a strategic planning mandate. c) Oct. 1982. d) D.J.F. Beatty, Canadian Learning Systems, R.R. Marchmont, Orillia, Ont. L3V 6H2. f) Report, 116 p., available from Research Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

C66 a) Nous vous soignons en français (19 films et 3 unités pédagogiques), méthode de français langue seconde, à l'usage des étudiantes-infirmières. b) Apprendre aux étudiantes-infirmières à fonctionner en français dans les hôpitaux. Approche communicative du type fonctionnel. Chaque unité pédagogique a pour point de départ deux films qui présentent des variantes d'une même situation et qui servent de modèles. Les films sont courts (de 2 à 14 minutes) et la langue utilisée est le français standard. Les unités pédagogiques offrent des

variantes linguistiques de la situation du film et comportent des exercices de différents types qui visent à améliorer l'oral et l'écrit de l'apprenant (expression et compréhension). c) Juin 1982. d) Marie Gharhoury, Sue Humphreys et Marcel Pérez, Collège Vanier, 821, boul. Ste. Croix, Ville St. Laurent, Qué. H4L 3X9. f) Films et cassettes: Laboratoire des langues. Unités pédagogiques: Librairie, Collège Vanier.

C67 a) A program for the preparation of division III teachers. b) The project describes a program for preparing junior high school teachers, while at the same time meeting the requirements for either secondary or elementary school teaching. The program is based on a review of current literature and an analysis of a survey completed by educators in Saskatchewan. It is proposed to provide such training through the creation of a professional teaching minor which incorporates the present requirements of the secondary or elementary programs. c) Jan. 1983. d) Trevor J. Gambell, Jack Hope and Alan G. Ryan, College of Education, University of Saskatchewan. e) Jack Hope.

C68 a) Task analysis in human services. b) Detailed examination of competencies related to seven social service jobs in the public service field in British Columbia and analysis of core knowledge and skills in order to examine relationships among the jobs. To be used as a basis for curriculum development in colleges and universities. c) Jan. 1983. d) Dale C. Stanley and Terry Herdin, Program Development and Evaluation, Camosun College, 3100 Foul Bay Road, Victoria, B.C. V8P 4X8. f) Document available from Postsecondary Division, B.C. Ministry of Education, and Personnel Division, B.C. Ministry of Human Resources.

C69 a) Assessment of laboratory and field work activities. b) Laboratory and field work activities in areas dealing with health, education and social intervention are important components of a student's professional preparation. Despite the considerable amount of human and financial resources invested in these activities, too many universities fail to monitor and question current practices. The present paper proposes a methodology to examine the main component variables of the problem, to quantify and compare practices mainly in terms of personnel and cost, and to place such activities into the broader picture of all teaching responsibilities, educational objectives and economic requirements of universities. c) March 1983. d) Charles H. Bélanger and Lise Tremblay, Bureau de recherche institutionnelle, Université de Montréal.

C70 a) Microcomputer applications in the physics laboratory. b) A TRS-80 II microcomputer is used in the physics laboratory to enable students to analyse and organize the results of their experiments. Programs are written for each experiment and students have the opportunity for "hands-on" experience with a powerful computing device. c) Dec. 1983. d) Kevin O'Connell, Physics Dept., Vanier College, 5160 Decarie Blvd., Montreal, Que. H3X 2H9.

C71 a) Amusement park physics. b) The physics of amusement park rides is examined in some detail and a series of experiments is developed from this investigation. These experiments are suitable for college-level mechanics courses and are unique as students interact with the phenomenon under investigation. c) June 1983. d) Kevin O'Connell (see above).

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C72 a) Non-adversarial lawyering tasks (NALT). b) NALT is an experimental course in legal interviewing, counselling, etc., exploring the impact of traditional law classroom hierarchy on the political and interpersonal dimensions of student interactions with (simulated) clients. The main theme is engaged through professorial refusal of the usual authority role in class, the removal of imposed course requirements, the transfer of evaluation responsibility to the group and the use of unaccustomed learning structures (such as small group work and simulations) and techniques (such as videotape). c) In progress. d) Toni Pickard, Fac. of Law, Queen's University. f) *University of Toronto Law Journal*, Spring 1983.

C73 a) Preceptor program in diploma nursing. b) Project to facilitate transition from student to graduate of a diploma program in nursing. Students in final semester are preceptored in one of several selected clinical settings by a practising registered nurse, who is provided with carefully prepared orientation. Evaluation is directed toward measuring the cost effectiveness of preceptored experience in achieving competence and confidence in clinical practice as a graduate nurse. c) Dec. 1984. d) Lillian Douglass and Jessie Hibbert, Medicine Hat College, Medicine Hat, Alta. T1A 3Y6; Margaret F. Munro, Fac. of Nursing, University of Calgary.

C74 a) An articulated baccalaureate program in nursing. b) Responding to a professional need to increase accessibility to baccalaureate preparation for professional practice, the project will assess the feasibility of articulation among one baccalaureate and two diploma programs in nursing education. Data are gathered for comparative analysis of program philosophies, course objectives and content, curriculum design and performance evaluation. Alternative models for articulation are considered. c) In progress. d) Margaret F. Munro, Fac. of Nursing, University of Calgary; Alice M. Jope, Foothills Hospital, Calgary, Alta. T2N 2T9; Donna B. Hinde, Mount Royal College, 4825 Richard Rd. S.W., Calgary, Alta. T3E 6K6.

C75 a) Teaching assistant resource project (T.A.R.P.). b) Survey of 34 different departments in each of 40 universities to ask what materials they were using to help teaching assistants. Sample materials were submitted by 20 different academic disciplines in 22 universities. A 115-page T.A.R.P. catalogue was published containing abstracts, authors and sources of these materials, indexed by discipline. A newsletter (T.A. Notes) was established to exchange information. c) Ongoing. d) P. Nevidon, D. Roy and A.C. Blizzard, Instructional Development Centre, McMaster University.

C76 a) Computerized diagnostic testing and remedial tutorials in mathematics. b) A computerized, interactive, diagnostic test is used to test the competence of incoming students in various topics of mathematics. Questions on each topic are randomly selected by the computer, which also produces diagnostic messages depending on the student's performance. The test is followed by carefully monitored tutorials for those students most in need of help in a particular topic. c) Ongoing. d) G. Field and P.C. Yip, Dept. of Mathematical Sciences, McMaster University.

C77 a) The evaluation of the relative effectiveness of teaching social

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work practice in concurrent and block time frames. b) Comparison of two different structures for organizing the field work portion of a senior level undergraduate social work course. Concurrent: three hours class time and two full workdays in the field each week for two academic terms (26 weeks). Block: six hours class time of two three-hour segments and four full workdays in the field in either the fall or winter term (13 weeks). The study controlled for six student variables and used a pre-tested evaluation instrument completed by field instructors. c) March 1982. d) K.L. Kinanen, School of Social Work, McMaster University.

C78 a) Assessment of an instrument to evaluate diagnostic and management skills in residents and clerks. b) A new instrument has been developed to evaluate diagnostic and management skills of residents, interns and clerks, requiring minimal added effort by supervisors while providing a more reliable and systematic approach. The study assesses the reliability of the instrument and its relationship to other assessment methods. c) Oct. 1982. d) A.C. Harper, G. Norman and M.J. Stephenson, School of Medicine, McMaster University.

C79 a) Survey of upper-year students formerly enrolled in year I political science. b) As part of a project to examine the curriculum objectives of the introductory course in political science, a questionnaire survey was conducted among students who had taken the course in previous years. The objectives were specified and the questionnaire was constructed to illuminate these questions: Are the objectives being met? Are they judged valuable by students? Do the answers to the previous questions vary with the program or grade level of the students? Does student satisfaction with the objectives have an impact on recruitment into undergraduate programs in the subject? c) March 1982. d) W.D. Coleman and W.M. Chandler, Dept. of Political Science, McMaster University.

C80 a) Analyse de l'efficacité d'un cours personnalisé de préparation professionnelle en activité physique. b) L'étude a pour objectif d'analyser les relations entre: les caractéristiques des 85 étudiants inscrits dans un cours de formation professionnelle (antécédants personnels et professionnels, style d'apprentissage...); leurs comportements et leurs réactions aux différentes formules pédagogiques (exposés, laboratoire, discussions en petits groupes, lectures et travaux personnels); leurs résultats en termes d'acquisitions de connaissances en rapport avec l'intervention, de maîtrise d'habiletés à observer l'intervention; leur niveau de satisfaction. c) Juin 1983. d) Marielle Tousignant, Jean Brunelle et Serge Talbot, Dép. d'éducation physique, Université Laval.

C81 a) Etude comparative de la confiance des étudiantes et des étudiants en leur capacité à apprendre des mathématiques au niveau universitaire. b) On a demandé à des étudiant(e)s inscrit(e)s à des cours de mathématiques à l'université de prédire leur note finale dans ces cours. Cette prédiction faite au début des cours a été comparée avec la note effectivement obtenue. On a considéré la tendance à sous-estimer ou surestimer la note finale comme étant un indice de la confiance des étudiant(e)s en leur capacité à apprendre des mathématiques. On n'a pas trouvé de différence significative entre les femmes et les hommes. c) Jan. 1983. d) Roberta Mura, Fac. des sciences de l'éducation, Université Laval.

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C82 a) An evaluation survey of developmental education programs for adults in Canadian universities. b) The study will help elucidate reasonable evaluation procedures and will also provide a state-of-the-art view of adult developmental education in Canadian universities. c) Dec. 1983. d) C.V. Thorsteinson, Student Services, and K.R. Daniels, Psychology Dept., Brandon University.

C83 a) Video studies of selected early childhood fieldwork competencies. b) A fieldwork competency record has been developped. The VTR modules will demonstrate explicitly models of behavior as required by the competency record. These models demonstrate skills of working with young children in a group setting within the confines of a first-year fieldwork experience. c) March 1983. d) Barbara Marcus, Margaret Fertuck and Molly Knoll, Early Childhood Care Dept., Vanier College, 821 Ste-Croix Blvd., Saint-Laurent, Que. H4L 3X9.

C84 a) The future of literacy. b) Attempt to assess how the concept of "literacy" will change in a world dominated by computer technology and mass entertainment systems. Research on reading habits of students and others, usage of leisure and potential sources of intellectual and cultural stimulation will be carried out. c) Sept. 1983. d) Harry Wagschal, Future Studies Group, Dawson College, 350 Selby St., Westmount, Que. H3Z 1W7.

See also/Voir aussi:

A8 Pharmaceutical education in Ontario from confederation onward.

A18 Vers des politiques institutionnelles d'évaluation.

A21 Investigation of planning, development and implementation procedures for a cooperative venture in educational teleconferencing in advanced education.

A33 Part-time undergraduate degrees.

B21 Program evaluation process - management report series.

B22 Program evaluation process - program research report series.

E30 Liaison project in English at the secondary/postsecondary interface.

E35 Factors influencing pre-service teachers of written language.

E38 Profile of student learning styles and perceived locus of control.

F4 A study of the effectiveness of continuing medical education in improving physician performance.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employment conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) Représentations sociales et mode des connaissances: le cas des hommes de science. b) La recherche s'inscrit dans le cadre du champ scientifique et concerne plus spécifiquement l'analyse des réactions suscitées par la formulation d'une politique scientifique. Le matériel documentaire privilégié est constitué par les mémoires soumis en réponse au Livre vert du gouvernement du Québec sur la recherche scientifique. La recherche gravitera autour de la question des représentations des hommes de science sur la politique scientifique et de ses incidences sur la pratique de leur métier. A partir d'un certain nombre de techniques regroupées sous l'analyse de discours, on compte cerner et expliciter le fonctionnement des types de connaissances auxquels les scientifiques ont recours quand ils parlent de leur métier. c) Mai 1984. d) André Turmel, Dép. de sociologie, Université Laval.

D2 a) Causes and consequences of unionism among teaching assistants and other short-term and part-time instructional staff in Canadian universities. b) The context and causes of teaching assistant unionization at nine campuses during the past decade have been examined within the institutional milieu, the public policy framework and the societal context; comparisons are made with U.S. experience. The second phase of the project will examine elements in the collective agreements which are unique to the university context and changing provisions from first to second to third rounds of negotiations. In the third phase the impact of T.A. unionism on university administration will be studied. c) August 1982. d) Daniel R. Birch, Fac. of Education, University of British Columbia; Bob Rogow, Fac. of Business Administration, Simon Fraser University. f) First paper available from authors.

D3 a) Le rôle du professeur d'université. b) Avis du Conseil supérieur de l'éducation au ministre de l'Education sur le rôle et les fonctions qu'exerce ou devrait exercer le professeur d'université dans notre société. Rapport, 60 p. c) 1982. d) Conseil supérieur de l'éducation, 2050 ouest, boul. St-Cyrille, 4e, Sainte-Foy, Qué. G1V 2K8.

D4 a) L'évaluation et le développement des administrateurs dans les collèges et universités du Canada: pratiques actuelles et perceptions. c) Déc. 1983. d) Gilles G. Nadeau, Université de Moncton.

D5 a) Implications for universities of the abolition of mandatory retirement. b) The ten-page paper discusses current legislation on retirement and the implications that abolition of mandatory retirement would have for pension and other benefit plans and for employment practices. c) Nov. 1982. d) E.B. Tinker, Vice-President (Administration), University of Saskatchewan.

D6 a) Caractéristiques socio-démographiques et académiques des professeurs/chercheurs des universités québécoises en 1979-80 et évolution depuis 1972-73. b) Bulletin donnant les résultats du relevé annuel sur les professeurs/

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chercheurs: situation générale, âge, sexe, lieu de naissance, citoyenneté, plus haut diplôme obtenu, rang à l'université et secteur disciplinaire. c) Avril 1982. d) Gaston Barrette, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education, 1035, De La Chevrotière, Edifice G, 20ième étage, Québec, Qué. G1R 5A5. f) Bulletin, Québec, M.E.Q., D.G.E.R.U., Bulletin statistique 82-02, avril 1982.

D7 a) La rémunération des professeurs/chercheurs des universités du Québec 1972-73 à 1979-80. b) Bulletin présentant pour chacune des universités, écoles et constituantes, la situation générale et une analyse selon le plus haut diplôme obtenu, le rang à l'université, le secteur disciplinaire et le sexe. c) Juillet 1982. d) Gaston Barrette (voir plus haut). f) Bulletin, Québec, M.E.Q., D.G.E.R.U., Bulletin statistique 82-03, juillet 1982.

D8 a) An analysis of non-cash compensation of presidents of colleges of applied arts and technology, Ontario. b) The 26-page report presents current entitlements of CAAT presidents in excess of those granted administrative staff and reviews them for their appropriateness and tax-effectiveness. c) March 1982. d) J.G. Farnham and D.A. McGrath, Towers, Perrin, Forster & Crosby Limited, Commercial Union Tower, Toronto, Ont. f) Available from Research Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

D9 a) Ontario university benefits survey. b) Part I, 72 pages, describes all benefits excluding pension and part II, 44 pages, the pension benefits available to employees at 17 Ontario institutions. c) Dec. 1982. d) University of Western Ontario for the Ontario Association of University Personnel Administrators, the Ontario Confederation of University Faculty Associations and the Council of Ontario Universities. e) COU, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

See also/Voir aussi:

A8 Pharmaceutical education in Ontario from confederation onward.

A9 Survey on college and institute-based research in the social sciences and humanities.

A44 The nature of academic work.

B23 CCUBC/CUDBC survey of biology departments.

B30 Caractéristiques des institutions universitaires québécoises 1980-81.

C8 General education in Canada's community colleges and institutes.

C16 Rapport annuel 1982-1983 sur l'évaluation.

C18 Les enseignements et les recherches touchant la condition féminine à l'Université de Montréal.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

C56 Interaction analysis training with university professors, an empirical study.

C75 Teaching assistant resource project.

F15 Professional development of further education council coordinators in Alberta.

E STUDENTS/ETUDIANTS

Characteristics; socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; counselling; athletics; housing; special types of students.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; counselling; sports; logement; types spéciaux d'étudiants.

E1 a) The feasibility of monitoring accessibility to postsecondary education in Ontario. b) A system for monitoring accessibility to higher education in Ontario employing the 1971 and 1976 census was developed. Moreover, a social science analysis of concepts such as accessibility and equality of educational opportunity was conducted, with recommendations for enhancing accessibility. c) 1982. d) Paul Anisef, McLaughlin College, York University; Norman Okihiro, Dept. of Sociology, Mount Saint Vincent University. f) *Losers and winners, the pursuit of equality and social justice*, Butterworths, 1982.

E2 a) Memorial University College oral history project. b) Between 10% and 50% of the 895 College graduates, 1926-1948, will be interviewed or corresponded with and asked about their family and locational backgrounds, experiences as students, freedoms and restraints, courses of study, dominant personalities, relations of town and gown, social life, the spirit and impact of the institution, and whether and where they completed further studies. c) 1985. d) Malcolm MacLeod, Dept. of History, Memorial University.

E3 a) Post-secondary plans of grade eight students and related variables. b) The 194-page report contains the findings of a 1981-82 survey of Toronto grade eight students through classroom observation, questionnaires and interviews with students and parents, undertaken to determine how students decide whether or not to go to university. c) Oct. 1982. d) Sylvia Larter, Maisy Cheng, Sarah Capps and Marianne Lee, Research Dept., The Board of Education for the City of Toronto, 155 College St., Toronto, Ont. M5T 1P6.

E4 a) Equality of access to postsecondary education in Newfoundland and Labrador. b) The 13-page paper deals with the meaning of equality of access to postsecondary education, a rationale for the provision of postsecondary education, factors related to equality of access, aspirations and expectations of secondary students in Newfoundland and Labrador, their need for postsecondary education and training, and what needs to be done. c) April 1982. d) G. Llewellyn Parsons, Fac. of Education, Memorial University.

E5 a) Drug and substance abuse lectures to inmates in a Canadian federal maximum security prison. b) A lecture-discussion format was used to present 40 hours of "information" about drug and substance abuse to a group of inmates, virtually all of whom had a long history of abuse and still abused various substances within the institution. The approach was non-legal, non-moral, non-judgmental, using a factual, hard hitting, straight pharmacologic and therapeutic

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focus. Several questionnaires regarding inmates' knowledge of and attitudes towards the various substances of abuse were administered. A trusting rapport was established and individual counselling ensued. c) May 1983. d) Louis A. Pagliaro, Fac. of Pharmacy, University of Alberta.

E6 a) Les étudiants à temps partiel des universités québécoises: synopsis des résultats d'une enquête. b) L'étude porte principalement sur l'origine sociale, la première carrière scolaire, la situation socio-professionnelle et la situation scolaire des étudiants inscrits à temps partiel dans les programmes réguliers de 1er cycle dans les universités du Québec. Rapport, 172 p. c) Mai 1982. d) Pierre Roberge, Conseil des universités, 2700, boul. Laurier, Tour Frontenac, local 810, Ste-Foy, Que. G1V 2L8.

E7 a) Percentage of major and discipline changes. b) University of Victoria student records, 1949-1978, were reviewed to determine the percentage of students who changed their major and discipline between admission and graduation: 35% kept the same major, 48% changed their major, 16% changed their discipline and 16% did not declare a major upon admission. There is a general trend for fewer students to change either their major or discipline. c) Nov. 1982. d) R.C. Willihnganz, Counselling Services, University of Victoria.

E8 a) Students on academic probation. b) Three-part study to find factors which differentiate between students on academic probation and those in good standing and to study motivational and attitudinal causes and effects of academic failure. The first part consists of a statistical comparison of the two kinds of students, extended in the second part by using a greater number of characteristics obtained by questionnaire. In the last part a sample of students on academic probation will be interviewed to get a clearer picture of the ongoing effects of probation and to study motivation and attitude as both causes and effects of academic failure. c) In progress. d) Sierra Shiffman, School of Continuing Education, and D.M. Graham, Advisory Bureau, University of Toronto, f) Interim reports (*Who fails? Characteristics of students on probation* and *Report on Victoria College survey*) available from D.M. Graham.

E9 a) Les besoins éducatifs et l'intégration des jeunes adultes. b) L'étude portera sur la situation des jeunes adultes de 15 à 24 ans ayant abandonné l'école et se retrouvant devant le néant, pour en circonscrire les dimensions et proposer des orientations, principalement d'ordre éducatif, qui favoriseront une meilleure insertion sociale des jeunes adultes. c) Mars 1983. d) Jean-Pierre Lamoureux et Suzanne Fontaine, Conseil supérieur de l'éducation, 2050 ouest, boul. St-Cyrille, 4e, Sainte-Foy, Qué. G1V 2K8.

E10 a) A profile study of students entering career/technical programs in the British Columbia community colleges and institutes. b) A technical report records the results of a "profile" study of some 8500 students entering career/technical programs, describes the research methodology, and reports demographic characteristics of the students, previous level of educational attainment, unemployment background, objectives for enrolling, reasons for choice of institution and program, career ambitions and educational plans. A summary report presents the study's major findings. c) Feb. 1982. d) Glen C. Forrester, B.C. Research, 3650 Wesbrook Mall, Vancouver, B.C. V6S 2L2; Gordon Jones,

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Vancouver Community College, 100 W. 49th Ave., Vancouver, B.C. V5Y 2Z6; John D. Dennison, Fac. of Education, University of British Columbia. f) Available from Academic Council of British Columbia, 209-26 Bastion Square, Victoria, B.C. V8W 1H9.

E11 a) University degree completion - Simon Fraser University, 1973-1979 (Report 48). b) Examination of academic progress of undergraduates entering Simon Fraser University for the first time between 1973 and 1979, measured in terms of continuing enrolment status, degree attainment and academic status upon graduation. Community college transfer students and "direct-entry" students from secondary schools are reported separately. c) July 1982. d) Glen C. Forrester, Gordon Jones and John D. Dennison (see above). f) Available from Academic Council of British Columbia (see above).

E12 a) A study of student applications for enrolment in career/technical programs throughout British Columbia. b) Analysis of student applications to determine the number of individuals applying for specific programs, the extent of multiple applications on the part of individuals, and the characteristics of multiple applications where they occur. c) Nov. 1982. d) Glen C. Forrester, Gordon Jones and John D. Dennison (see above). f) Available from Academic Council of British Columbia (see above).

E13 a) Canadian admissions: an update and summary of research findings. b) The paper describes changes in admission policy and practices, summarizes research related to entrants from secondary schools and colleges to universities, and includes references to over 30 Canadian studies. c) 1982. d) A.L. Darling, Office of Institutional Analysis, McMaster University. f) *College and University*, Spring 1983. American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

E14 a) Study of admissions at an Ontario university. b) Performance of students with different admission qualifications, correlations of grade 13 marks and first year performance over the period 1967-1981, and investigation of individual grade 13 subjects. c) 1983. d) L.G. Allan, Undergraduate Council, A.L. Darling and R.C. Hughes, Office of Institutional Analysis, and J.M. Rosenfeld, Undergraduate Council Admissions Committee, McMaster University. e) A.L. Darling.

E15 a) Age-related satisfaction levels of community college students. b) Data were collected by questionnaire from 907 Capilano College students. Subjects were divided into two groups: younger students, age 15-24 (N = 582), older students, age 25 and over (N = 325). In addition to demographic variables, one-way analysis of variance was used to detect age-related differences. At a general level, age differences were significant; however, these differences were confined to four aspects: registration, curriculum/instruction, library, and counselling and placement. c) Oct. 1982. d) L.E. Devlin, University Extension, University of Victoria; Paul Gallagher, Capilano College, 2055 Purcell Way, North Vancouver, B.C. V7J 3H5.

E16 a) Accessibilité à l'enseignement post-secondaire au Canada. b) Brève étude sur les statistiques témoignant de la fréquentation et de l'obtention

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des diplômes, par année, province, sexe, statut étudiant, âge et langue parlée. c) Oct. 1982. d) Marie Andrée Bertrand, Fédération des associations de professeurs d'université du Québec, 2715, ch. Côte-Sainte-Catherine, Montréal, Qué. H3T 1B6. f) *Actes*, conférence du Conseil des ministres de l'Education, Canada, Toronto, oct. 1982.

E17 a) Royal College of Physicians and Surgeons certification exam results: McMaster University medical graduates. b) Yearly update of the certification exam results. The number of students writing and passing the two-part exam is analysed by medical specialty. c) March 1982. d) C.A. Woodward, Fac. of Health Sciences, McMaster University.

E18 a) Entry survey: MD class of 1985. b) Survey to collect information regarding career intentions and backgrounds of students entering McMaster University's Medical School. c) Oct. 1982. d) C.A. Woodward (see above).

E19 a) Statistical analysis of student aid applicants in Canada under the Canada Student Loans Program and related provincial programs. b) Gathered into a data base, statistical information is available on parental income of student aid applicants, their costs and resources, total amounts of aid received, marital status, age, type of institution and field of study. c) Continuing. d) Analysis and Development Section, Student Assistance Directorate, Secretary of State, P.O. Box 2090, Station D, Ottawa, Ont. K1P 6C6.

E20 a) Caractéristiques personnelles et académiques des étudiantes universitaires choisies dans des disciplines traditionnelles et non traditionnelles, une étude de cas: l'Université McGill. b) Si le nombre des étudiantes universitaires a augmenté durant les dernières années, elles se retrouvent encore majoritairement dans des disciplines dites "féminines" ou "traditionnelles". La présente recherche doctorale tentera d'identifier les caractéristiques qui différencient ces étudiantes de celles qui ont opté pour des disciplines non traditionnelles et ce qui a motivé leur choix. c) Déc. 1984. d) Céline Guilbert, 5833 Marquette, app. 3, Montréal, Qué. H2G 2X8.

E21 a) Le cheminement des francophones, des anglophones et des allophones dans le système scolaire québécois. b) Les objectifs sont de décrire les cheminements scolaires du début du cours secondaire jusqu'au deuxième cycle d'études universitaires; de circonscrire le rôle spécifique de la langue maternelle dans les principaux écarts observés au niveau des cheminements scolaires des anglophones et des francophones; et d'évaluer dans quelle mesure l'influence qu'exercent sur les cheminements certains facteurs se différencie pour les francophones et les anglophones. c) Sept. 1983. d) Claude Trottier, Alain Massot, Louise Sylvain et Louise Laforce, Fac. des sciences de l'éducation, Université Laval.

E22 a) Interaction between physically disabled and non-disabled students. b) The behavior and attitudes of physically disabled and non-disabled college and university students are assessed to understand stereotyping, determine the components of effective interpersonal behaviors between them, establish the determinants of self-efficacy in relating to disabled students, develop a measure of self-statements which characterize interaction between disabled and

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non-disabled students, and determine the effects of interaction with disabled students on non-disabled students' attitudes, behaviors, self-statements, social anxiety, self-efficacy and knowledge of effective behaviors. c) May 1983. d) Catherine S. Fichten, Dawson College, 350 Selby St., Montreal, Que. H3Z 1W7; Claudia V. Bourdon, 1223 Godin Ave., Montreal, Que. H4H 2B6.

E23 a) Postsecondary participation pattern study. b) To study the patterns of participation by individuals in postsecondary education in Alberta through detailed examination of 1971, 1976 and 1981 census data, in order to determine participation trends amongst broad groups based on gender, cultural and socio-economic backgrounds, and rural/urban residency. c) Fall 1983. d) Bastiaan Heemsbergen and Asefa Gabregiorgis, Advanced Education Unit, Planning Secretariat, Alberta Advanced Education and Manpower, 11160 Jasper Ave., Edmonton, Alta. T5K 0L1.

E24 a) Strategies for today's job market. b) Specialized, three-part series of workshops to help students plan and carry out a successful job search, running from October 1982 to March 1983, with students having the option of attending three workshops in one week or one workshop a week for three weeks. "Self-assessment" prepares students for writing their resume and the job interview by identifying skills, interests, temperament and work values as they apply to the job market. "Resume-interview" shows students different resume styles and poses typical, but loaded questions interviewers ask. "How to keep yourself up when the market is down" is designed to help students in developing the right attitude toward the job search and will help them more effectively compete in a restrictive job market. c) March 1983. d) Ron Taber and Rosemary Volpe, Counselling Centre, and Susan Reid and Nancy Trefiak, Placement Centre, Ryerson Polytechnical Institute.

E25 a) Condition étudiante à l'Université du Québec à Hull. b) Expérience pédagogique de recherche ayant comme objet la formation de recherche et portant sur des éléments de la condition des étudiants à l'UQAH: participation politique et aux activités universitaires, consommation de loisirs, trois auto-identifications, motivation à l'action politique, satisfaction de la cafétéria, utilisation de la cafétéria, du café et des autres aires, et quelques caractéristiques socio-démographiques. c) Juin 1982. d) Benoît Gauthier, Dép. des sciences humaines, Université du Québec à Hull.

E26 a) L'accès à l'université. b) Dans cette publication du ministère de l'Education on mesure la proportion de Québécois qui accèdent aux études universitaires, aux principaux diplômes et aux grandes catégories disciplinaires. c) Avril 1983. d) Jean-Claude Bousquet, Direction générale de l'enseignement et de la recherche universitaires, et André Lespérance, Direction des politiques et plans, Ministère de l'Education, 1035, De La Chevrotière, Edifice G, 20ième étage, Québec, Qué. G1R 5A5.

E27 a) Les effectifs étudiants des universités québécoises: données préliminaires, session d'automne 1981. b) Bulletin présentant une vue d'ensemble de la situation des effectifs étudiants selon la langue d'enseignement, le cycle d'études et l'établissement et leur évolution. c) Juillet 1982. d) Jean-Claude Bousquet (voir plus haut). f) Bulletin, Québec, M.E.Q., D.G.E.R.U.,

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Bulletin statistique 82-04, juillet 1982.

E28 a) The consequences of obtaining a degree in middle adulthood. b) Interview with 100 men and women in Canada and England who graduated after age 35, two to eight years after graduation, to discover the consequences of obtaining a degree so late in life. Vocational success matched or surpassed that of younger graduates except in the case of older women in England. Skill and persistence in job-seeking may have contributed to their success. Consequences for marital and family relationships were generally positive. The desire for education seemed to be contagious. Positive changes in attitudes and self-concept were cited. Three types of mature students were discerned: changers, pragmatists and developers. c) July 1982. d) Lelia R. Morey, Malaspina College, 900 5th Street, Nanaimo, B.C. V9R 5S5.

E29 a) The pursuit of equality: evaluating and monitoring accessibility to postsecondary education in Ontario. b) The report develops a methodology for monitoring trends in accessibility to postsecondary education using census data; a comprehensive review of the literature on accessibility is included. d) Paul Anisef and Carl James, Dept. of Sociology, York University; Norman R. Okihiro, Dept. of Sociology, Mount Saint Vincent University. f) Results available from Research Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

E30 a) Liaison project in English at the secondary/postsecondary interface. b) Review and statistical comparison of performance in English with varying types of backgrounds: performance in high school vs. performance in college and university, performance of local school graduates vs. that of graduates from the rest of Ontario. c) In progress. d) G.W. Brooker, Registrar, Mohawk College of Applied Arts and Technology, P.O. Box 2034, Hamilton, Ont. L8N 3T2.

E31 a) Differences in attributions by male and female Canadian university athletes under competitive and non-competitive conditions. b) Causal attributions of male and female athletes under competitive and non-competitive conditions will be compared. Subjects will be randomly assigned to a success or failure condition prior to beginning learning the task (balancing on a stability platform), which will be motor-performed on five successive days, each session consisting of ten 30-second trials. The criteria task is time on balance. Competitive subjects will compete against a confederate, the performance of non-competitive subjects will be compared to bogus norms. Success or failure feedback will be given to subjects after the final trial. Attributial and manipulation check data will then be collected and analysed by means of a 2x2x2 Manova with comparisons between sex, outcome (success/failure) and condition (competitive/non-competitive). c) April 1983. d) C.E. Lefroy, Div. of Physical Education, Laurentian University.

E32 a) Survey of on-campus part-time students at the University of Victoria. b) Winter session part-time students were surveyed during 1980-81. A 38-item questionnaire assessed personal attributes, needs, plans and academic activity. Data from 1274 respondents were analysed using absolute and relative frequencies. Profiles describing part-time students' unique characteristics, needs and plans were developed to aid university administration in course selection and schedulin

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Analysis indicated the existence of a sizeable number of students taking a limited number of credits in each of the three terms (fall, winter and summer studies). In any term these students are classified as part-time (less than six units), but they annually amass 12 to 15 units, a full load. c) Dec. 1982. d) Larry E. Devlin, Andy Farquharson, Glen Farrell, Margaret Haughey and Larry Yore, University Extension Research Committee, University of Victoria. f) Executive summary available from L. E. Devlin.

E33 a) Survey of off-campus credit students at the University of Victoria. b) To identify unique characteristics and needs of extension students, winter term off-campus students were surveyed during 1981-82. A 40-item questionnaire was distributed resulting in 315 responses. Analysis of the data produced profiles of the typical off-campus students' personal attributes, degree area, scheduling preference, future plans and course activity. Analysis indicated that a sizeable number of off-campus students coordinate campus studies with off-campus studies. c) Dec. 1982. d) Larry E. Devlin, Andy Farquharson, Glen Farrell, Margaret Haughey and Larry Yore (see above). f) Executive summary available from L. E. Devlin.

E34 a) An evaluation of summer studies at the University of Victoria. b) Assessment of course offerings, scheduling and student services during the May-August study term. Students enrolled in courses scheduled for any part of the summer studies term on campus were provided a questionnaire; 1383 responded. Data were analysed and student profiles were produced. Results supported the year-round student and suggested areas of difficulty in scheduling and planning. c) Dec. 1982. d) Margaret Haughey, Larry E. Devlin, Andy Farquharson, Glen Farrell and Larry Yore (see above). f) Executive summary available from M. Haughey.

E35 a) Factors influencing pre-service teachers of written language. b) All student teachers in the elementary program have to take an introductory course in teaching written language. Teaching strategies which form the core of the course are based on current theory and research in the field of English education. The study seeks to identify the nature of the opportunities pre-service teachers have to apply the strategies during their internship in elementary school classrooms. c) Fall 1983. d) Kathleen B. Whale, College of Education, University of Saskatchewan.

E36 a) Mature student follow-up: Brandon University (1977-79) and University of Winnipeg (1975-79). b) Prospective students aged 21 or over who do not have the necessary qualifications to gain entrance to Manitoba universities as "regular" students may be admitted as "mature" students. Provided they meet academic performance requirements during their first year, students may achieve "regular" status and proceed to obtain credit towards a degree. Following up mature students admitted to Brandon University between 1977-79 and to the University of Winnipeg between 1975-79, the study focused on completion rates, attitudes to program, and educational and occupational activities. c) August 1982. d) L.K. Bremner and J. Bowman, Research Branch, Department of Education, 221-1200 Portage Ave., Winnipeg, Man. R3G 0T5. f) Results available from Universities Grants Commission, 226-530 Century St., Winnipeg, Man. R3H 0Y4.

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E37 a) Student attitudes toward the University of Calgary. b) A sequence of student surveys, to date over a ten-year period, aimed at identifying problem areas in academic life. c) Ongoing. d) R.E. Dewar, Dept. of Psychology, and J.T. Woods, Dept. of Political Science, University of Calgary.

E38 a) Profile of student learning styles and perceived locus of control. b) Pilot study to assess the learning styles and locus of control of undergraduate nursing students, using previously validated instruments: the Learning Style Inventory (D.A. Kobb) and the Internal-External Locus of Control Scales (J.B. Rotter). Data will be used in planning the curriculum to facilitate learning and contribute to the quality of nursing competence of graduates. Students are assessed on learning style at entry and exit points of each year and on locus of control at program entry and exit. c) Feb. 1983. d) S.P. Hirst, B.J. Dobbie and M.F. Munro, Fac. of Nursing, University of Calgary.

E39 a) A study of academic performance of physical education students participating and non-participating in the university athletic program. b) Student data over a ten-year period were collected: high school GPA, GPA for each year at university and participation or non-participation in athletics. Data treatment includes an analysis of covariance to determine the relationship of high school GPA to university GPA and the difference, if any, in academic performance between athletes and non-athletes. c) May 1983. d) F.L. Martens, School of Physical Education, University of Victoria.

E40 a) Demographic and program data of first-year students in physical education. b) Analysis of data collected from physical education students in their introductory course over five years: geographic origin of student, sex, program selected. Data are compared to those of the general student body at the University of Victoria. c) Nov. 1982. d) F.L. Martens (see above).

E41 a) Study of the effectiveness of a screening process for the admission of students to a physical education program. b) Data over a 15-year period on students entering a physical education program include high school GPA, interview assessment, fitness and skill scores at time of screening, GPA for each year of university, mean of activity grades and student teaching grade. Analysis includes a correlation matrix of all data and an analysis of variance to determine relationships between entering and leaving data and differences, if any, between categories of students based on GPA. c) May 1983. d) F.L. Martens (see above).

E42 a) Application statistics: 1981. b) The 22-page annual report presents summary statistics on application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario universities. c) July 1982. d) Research Division, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4; Ontario Universities Application Centre, Guelph, Ont. e) L.C. Payton, COU.

E43 a) Cognitive development among native and non-native adults in higher education. b) Self-concept, ego-development, self-actualization and motive for participation in education are examined in relation to demographic information on native and non-native adult students. c) April 1983. d) C.V.

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Thorsteinson, Student Services, and K.R. Daniels and B. Gfellner, Psychology Dept., Brandon University.

See also/Voir aussi:

A8 Pharmaceutical education in Ontario from confederation onward.

A14 Universities and the official languages/Les universités et les langues officielles.

A33 Part-time undergraduate degrees.

A48 The Brandon University Mature Student Centre: a model of an integrated academic and personal support program for adults entering university.

B5 University graduates and jobs: changes during the 1970s.

B11 The job market for bachelor degree holders: a cumulation.

B14 Program-related student expenditures.

B16 The supply and demand of vocational teachers for secondary schools in Alberta.

B19 Canadian nursing doctoral statistics, 1982 update.

B21 Program evaluation process - management report series.

B22 Program evaluation process - program research report series.

B30 Caractéristiques des institutions universitaires québécoises 1980-81.

B41 Outcomes assessment of 1976 and 1979 Manitoba university graduates.

C1 Term one.

C8 General education in Canada's community colleges and institutes.

C16 Rapport annuel 1982-1983 sur l'évaluation.

C21 Exit survey: 1982 MD graduating class.

C29 Evaluation of CEGEP courses in federal penitentiaries.

C33 Entry characteristics of medical students.

C52 La relation entre le degré d'adéquation style d'apprentissage-stratégies d'étude et le rendement scolaire.

C57 Etude du profil du psycho-éducateur communautaire.

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C58 The development of cognitive structures in university students.

C62 Etude sur la moyenne cumulative des diplômés dans les programmes de baccalauréat à l'Université du Québec de 1978 à 1981.

C76 Computerized diagnostic testing and remedial tutorials in mathematics.

C79 Survey of upper-year students formerly enrolled in year I political science.

C80 Analyse de l'efficacité d'un cours personnalisé de préparation professionnelle en activité physique.

C81 Etude comparative de la confiance des étudiantes et des étudiants en leur capacité à apprendre des mathématiques au niveau universitaire.

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Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) A Canadian Open University? The present jigsaw. b) Survey of all Canadian universities which appear to offer programs or courses by correspondence, t.v., telephone, etc., in order to evaluate the present status of distance education in Canada and to deduce the likelihood of a national, or league of provincial, university(ies) being created. For comparison, several U.S. institutions have been contacted and visits were made to open universities in Australia, New Zealand, France and Britain. c) Dec. 1982. d) W.R. Crowe, School of Business Administration, Lakehead University.

F2 a) Education for hospital administration. b) Review of undergraduate and graduate education for health/hospital administrators at colleges and professional institutions in Australia, New Zealand, Britain and Canada. c) Jan. 1983. d) W.R. Crowe (see above).

F3 a) Alternative adult education in Alberta. b) Survey and commentary on programs and other activities by formal education institutions and informal groups in Alberta, designed to help adults study and follow alternative/innovative life styles and value systems. c) Feb. 1983. d) Hayden W. Roberts, Fac. of Extension, University of Alberta.

F4 a) A study of the effectiveness of continuing medical education in improving physician performance. b) To develop and field-test a CME planning, intervention and evaluation system which will be used to test the hypothesis that efficient CME in cardiovascular and cancer medicine can change physician performance and improve the quality of patient care and the health of patients. Phase I consists of a 12-month pilot study, in which planning will take place and baseline data will be gathered, and phase II of a two-year controlled research study to test the effectiveness of the educational system developed in the first phase. Subjects will be recruited from Saskatchewan physicians. A true or quasi-experimental design with a pre-test/post-test control group and time series approach will be used. Post-educational measurement will take place at three, six and 12 months to determine if changes in performance or outcomes are maintained. c) Sept. 1985. d) Penny Jennett and O.E. Laxdal, Continuing Medical Education, University of Saskatchewan.

F5 a) The new majority: adult learners in the university. b) The book's chapters deal with: university continuing education: a retrospect; the rhetoric of university continuing education; university continuing education program; the design and delivery of continuing education; organization and policies; and the prospects of continuing education. c) 1982. d) Duncan D. Campbell, Fac. of Extension, University of Alberta. f) In press, University of Alberta Press.

F6 a) Selected course content, cognitive and affective factors and classroom behaviors of adult learners. b) Examination of the relative impacts of

course content, cognitive and affective factors on classroom behaviors of adult learners in the context of a systems paradigm from a longitudinal perspective. Based on the data of six classes in the evening program of Brandon University's Continuing Education Department, the analysis confirmed empirical linkages between input, and process variables with the behavioral variables, though the relationships were far more complex than first conceived. Findings also suggested that feedback based on observation of behaviors hold significant promise of improvement of instruction to minimize frustration of adult participants and attrition problems. c) March 1982. d) Y.L. Jack Lam, Fac. of Education, Brandon University. f) *British Journal of Educational Psychology*, Nov. 1982.

F7 a) Principles of andragogy: an empirical review. b) Major principles of adult instruction were re-examined involving 1000 community college and university students. The students, representing diverse courses and programs, were to report the instructional mode they presently experience and the ideal conditions under which they hope to learn. c) May 1983. d) Y.L. Jack Lam (see above).

F8 a) Guided independent study: another format of distant education. b) Description of a pilot project integrating the traditional correspondence format and new technology in reaching teachers in remote communities. c) Feb. 1983. d) Y.L. Jack Lam and Robert Paulet, Fac. of Education, Brandon University.

F9 a) Formation professionnelle des jeunes. b) La formation professionnelle des jeunes face au projet de "relance" et de "renouveau" lancé par le ministre de l'Education. L'examen de questions connexes telles que la formation continue et la formation professionnelle. L'étude vise à contribuer à l'établissement d'une politique cohérente concernant la formation professionnelle des jeunes et de ceux qui ont besoin de perfectionnement, de recyclage. c) Fév. 1983. d) Claude Ducharme, 9090, rue d'Anjou, Montréal, Qué. H1K 4N5; Raymond Bernier, 71 ouest, ave. Marcoux, Beauport, Qué. G1E 3B1. f) Avis du Conseil supérieur de l'éducation, 2050 ouest, boul. St-Cyrille, 4e, Sainte-Foy, Qué. G1V 2K8.

F10 a) Learning at a distance and the new technology. b) Research document investigating four emerging technologies (videodisc, videotex, microcomputers and satellite transmission) as means for delivering educational content, and documenting issues and opportunities that will arise from their implementation if cost-effective and culturally acceptable use of them is to be achieved. The report also gives background information regarding present distance education programs throughout the world and existing uses of these technologies. Report, $10.00. c) June 1982. d) Robin Ruggles, et al., Educational Research Institute of British Columbia, 400-515 West 10th Ave., Vancouver, B.C. V5Z 4A8.

F11 a) Royal College teleconference project. b) In collaboration with Memorial University, the Royal College of Physicians and Surgeons is conducting a two-year pilot project in teleconferencing. Its objectives are to explore the potential of teleconferencing in the activities of the College, with emphasis on administrative uses, committee meetings and continuing medical education; and to share the system with other national health and education organizations. Jointly with the Toronto General Hospital, the College is operating a 20-port

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teleconference bridge. c) Dec. 1983. d) A.M. House, Fac. of Medicine, Memorial University; Judy Roberts, Teleconference Project, Royal College of Physicians and Surgeons of Canada, 101 College St., Toronto, Ont. M5G 1L7.

F12 a) Les services d'éducation des adultes, un espoir pour les personnes défavorisées. b) L'avis du Conseil supérieur de l'éducation au ministre de l'Education expose brèvement les conditions de vie des plus démunis, rappelle certaines orientations politiques qui tardent à être appliquées, propose une approche éducative répondant aux besoins des personnes défavorisées et énonce des recommandations qui tiennent compte des structures et des ressources actuelles. Rapport, 16 p. c) Mai 1982. d) Conseil supérieur de l'éducation, 2050 ouest, boul. St-Cyrille, 4e, Sainte-Foy, Qué. G1V 2K8.

F13 a) Evaluation des activités de formation en santé et sécurité au travail dans le cadre du protocole U.Q.A.M. - C.S.N. - F.T.Q. b) L'évaluation avait pour objet des sessions de formation dispensées par des professeurs de l'Université du Québec à Montréal à des syndiqués, en matière de santé et sécurité au travail, et visait à répondre à cinq questions. Les activités sont-elles profitables au participants? Sont-elles à la fois de niveau universitaire et pertinentes? Les modes de collaboration actuels entre syndicat et université sont-ils adéquats? Quelles sont les conditions de réussite de telles activités? En quoi sont-elles spécifiques? c) Juillet 1982. d) Alain Dunberry, Fac. de l'éducation permanente, Université de Montréal.

F14 a) Postsecondary consortium project: state of the art review and North Peace Adult Education Consortium. b) To develop case histories of postsecondary consortia in Alberta, to assemble documentary information on antecedents leading to the establishment of each consortium, to identify community interests and organizational and operational arrangements, to describe programs and service activities, to identify planning and review capabilities, and to identify issues in the development of consortia emerging from their initial establishment and early experiences. c) July 1982. d) A.G. Konrad and J.M. Small, Centre for the Study of Postsecondary Education, University of Alberta. f) Results obtainable from North Peace Adult Education Consortium, Box 1348, Peace River, Alta. T0H 2X0.

F15 a) Professional development of further education council coordinators in Alberta. b) Survey of the 80 further education council coordinators in Alberta as to their backgrounds, experience, education, needs for professional development, and their preference for type of activity, timing, place and most wanted subjects. c) June 1982. d) A.G. Konrad (see above). f) Results obtainable from Further Education Services, Alberta Advanced Education and Manpower, 11160 Jasper Ave., Edmonton, Alta. T5K 0L1.

F16 a) Planning study for the establishment of a distance education network. b) To elaborate on distance education network design specifications, to develop a strategic plan for implementing the network, and to produce policy recommendations necessary to support the development and implementation of the network. c) April 1983. d) Murray Richmond, Alphatel Systems Ltd., 11430-168 Street, Edmonton, Alta. T5M 3T9. f) Results available from Learning Systems Branch, Alberta Advanced Education and Manpower (see above).

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F17 a) An information system for distance education using videotex technology. b) Thesis examining the feasibility of using a new communications technology, videotex, to solve an information problem identified by distance education administrators. c) April 1982. d) Susan G. D'Antoni, Continuing Education Division, Ryerson Polytechnical Institute.

F18 a) Distance education in Canada: the need for an information data base. b) Report reviewing recent attempts to establish a system for sharing information about distance education, analyses, existing data, and present categories for a data collection instrument. c) Feb. 1982. d) Susan G. D'Antoni (see above).

F19 a) Videodisc: the potential for education and training. b) Through interviews with a limited sample of educators, the study undertook to identify the potential users of videodisc technology, which educational applications educators felt would be best suited to videodisc, what barriers to its acceptance existed, and what role Canada might play in developing educational software. A review of the literature is included. c) 1982. d) Susan G. D'Antoni (see above).

F20 a) Le problème de l'image de soi chez les femmes québécoises de 30-40 ans de retour aux études. b) Etude des discours féministes et des attentes sociales pour en extraire les significations qui portent essentiellement sur l'image de soi de la femme et qui apportent des éclaircissements sur la refonte d'une conception négative de soi et, plus globalement, sur la réidentification féminine actuelle. c) Déc. 1983. d) Gaétane Payeur-Minot, Dép. des sciences de l'éducation, Université du Québec à Hull.

F21 a) Test de mesure des attitudes créatrices dans une population d'adultes québécois. b) Les objectifs sont d'établir une liste des attitudes créatrices les plus importantes, de mesurer des attitudes créatrices et de valider cette mesure par rapport à elle-même et à d'autres mesures déjà existantes. c) Sep. 1983. d) Monique Massé, Dép. des sciences humaines, Université du Québec à Hull.

F22 a) Recherche-action en éducation des adultes (Outaouais). b) Les objectifs sont d'identifier les systèmes-clients, les "producteurs" d'intervention en éducation des adultes et les "productions", d'identifier les centres de ressources en éducation des adultes et d'identifier les attentes inter-organismes et inter-groupes. c) Oct. 1984. d) Bernard Dumouchel, Services à la collectivité, Université du Québec à Hull; Robert Schneider, 110, ch. du Château, Suite 2109, Hull, Qué. J9A 1T4.

F23 a) Essai de validation de l'Echelle de participation aux études auprès de populations adultes. b) Traduction et adaptation du questionnaire "Educational Participation Scale" et vérification de sa fidélité auprès de trois groupes de population d'apprenants adultes. c) Juin 1983. d) Benoît Charbonneau, Dép. des sciences de l'éducation, Université du Québec à Hull.

F24 a) Adult learning about Canada. b) Study of 300 Canadian adults and the type and amount of learning about Canada they engaged in during 1981-82. Included are all levels of learning and any institutions the learners themselves

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chose as a means of reaching their objectives. Findings indicate that an immense amount of learning about Canada goes on quite independently of formal courses in Canadian studies, and various agencies are made use of by learners in ways that suit them. c) Aug. 1982. d) Alan M. Thomas and Dorothy MacKeracher, Ontario Institute for Studies in Education; Teresa MacNeil, Dept. of Adult Education, St. Francis Xavier University; Gordon Selman, Fac. of Education, University of British Columbia. f) Results available from Education Support Branch, Secretary of State Department, 15 Eddy St., Hull, Que. K1A 0M5.

F25 a) Reprint filing system project. b) Designed to test a filing system for physicians' offices which will allow easy retrieval of journal articles. ICHPPC-2 was used to code several indices from five different medical journals. Participants include two academic and two practising family physicians, a nurse, a health record analyst and an office receptionist. Analysis will be carried out to determine whether the coding of individuals is comparable enough to allow physician, nurse or receptionist to carry out the coding in a physician's office. c) June 1983. d) David A. Gass and R. Wayne Putnam, Div. of Continuing Medical Education, Dalhousie University.

F26 a) An assessment of the impact on health outcomes of patient care appraisal (PCA) in the ambulatory setting. b) In order to discover the effective components of PCA - a self-assessment process designed to improve physician behavior in the practice of medicine - and to relate participation in PCA with improvement in patient health status, the project examines the effects of physician participation in standard setting and of receiving information about circumstances surrounding their own unsatisfactory outcomes. These effects will be measured by changes in the number of satisfactory patient outcomes. Because these outcomes must be immediately measurable, hypertension has been chosen as indicator condition. c) July 1984. d) R. Wayne Putnam and Lynn Curry, Div. of Continuing Medical Education, Dalhousie University.

F27 a) Skill Development Leave Task Force. b) Background paper to examine the impact and feasibility of a national policy on skill development leave, in terms of options and mechanisms for retraining, upgrading and updating the Canadian labor force. c) Spring 1983. d) Lynn Wilkinson and Lin Buckland, Skill Development Leave Task Force, Employment and Immigration Canada, 200 Sacré-Coeur, 14th Floor, Hull, Que. K1A 0J9.

F28 a) Continuing education: the third system/L'éducation permanente: le troisième système. b) Discussion paper on the provision of opportunities for lifelong learning in English and in French to adult learners who are not involved in traditional full-time credit programs. c) 1982. d) Task Force, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2. f) Report (English text 133 p., French text 178 p.) available from Research Branch, Ministry of Education.

F29 a) English for the health sciences: an in-depth needs assessment. b) Study to determine whether there is a need for on-site special-purpose instruction in English as a second language for candidates for licensing in various health science disciplines. c) April 1982. d) Elizabeth Kirley, Vancouver Community College, 2750 Oak St., Vancouver, B.C. V6H 3N2.

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F30 a) Evaluation of a postsecondary re-entry program for adults. b) The goals of the career plus program of Dawson College are to attract adult students, to facilitate their transition from home or job to formal education and to help mature students review or acquire basic skills necessary to pursue future career options. The program consists of three core courses open only to career plus students, a fourth course chosen from other disciplines, and personal support services such as group and individual counselling, academic advising and career information sessions. The program is being evaluated to see whether its goals have been met. Results indicate it is highly successful. c) Dec. 1982. d) P. Dietsche and L. McKiel, Dawson College, 1001 Sherbrooke St. E., Montreal, Que. H2L 1L3.

F31 a) Conjoint continuing medicine/nursing continuing education in clinical management. b) Innovative project jointly planned and implemented by the Faculties of Medicine and Nursing to study the effect of interdisciplinary programs on clinical practice and patient care in rural Alberta. Teaching sessions are inter-active rather than didactic and may involve patients and family members. Topics are determined by community health professionals and addressed in weekly sessions over a one-month period. Patient care record audits, interviews and post-session questionnaires provide short and long-term evaluative data. c) Fall 1983. d) I.J.T. Parboosingh, Fac. of Medicine, and M.F. Munro, Fac. of Nursing, University of Calgary.

See also/Voir aussi:

A10 The birth of a Western Canadian committee on university distance education.

A21 Investigation of planning, development and implementation procedures for a cooperative venture in educational teleconferencing in advanced education.

A22 Study of employment impacts of new technology.

A36 The legal foundations of adult and continuing education.

A47 Research study of the Brandon University Mature Student Centre: upgrading research in adult university education.

A48 The Brandon University Mature Student Centre: a model of an integrated academic and personal support program for adults entering university.

C4 Lifelong learning, instructional development and the future of higher education.

C5 Educational technology and higher education.

C6 Information technology and instruction in higher education.

C12 Field research study to determine effectiveness and requirements for delivery of basic skills training to inmates of a maximum security

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

prison.

C23 An evaluation of the interactive instructional television project at Mount Saint Vincent University.

C28 Prison education core curriculum project.

C31 Intentional changes: a fresh approach to helping people change.

C38 Instructional improvement project (power engineering).

C39 Identification of a post-diploma health science technology program for British Columbia.

C41 Open Learning Institute Telidon project.

C54 Modèle de formation utilisé au certificat de premier cycle en soins infirmiers cliniques à l'UQAH: étude de son impact.

C68 Task analysis in human services.

C82 An evaluation survey of developmental education programs for adults in Canadian universities.

E34 An evaluation of summer studies at the University of Victoria.

E43 Cognitive development among native and non-native adults in higher education.

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